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ABSTRACT

This document presents 1999 outcome information for Minnesota's Summer Youth Employment and Training Programs (SYETPs). The document begins with a summary of statewide outcome information for the SYETPs, which served a total of 4,644 youths under Job Training Partnership Act Title IIB and 2,993 youths through the Minnesota Youth Program at an average cost per participant of $1,088. Presented next are two tables detailing 1999 service levels to disadvantaged youth in Minneapolis and St. Paul, which provided services to a total of 630 and 440 disadvantaged youths, respectively. The next 18 sections of the document summarize 1999 SYETP outcomes for Minnesota's 18 service delivery areas (SDAs). Each summary includes some or all of the following: program outcomes in the SDA; summaries of activities in the categories of work experience/work-based learning, academic enrichment, connecting school to work, linking with youth-serving agencies, private sector initiatives, and crime prevention strategies; and findings from participating youths' evaluation of the program. Concluding the document are summaries of the 1999 activities of the Residential Conservation Work Program for Hearing-Impaired Youth and the Youth Employment Solutions Office, which is responsible for promoting Minnesota's many workforce center programs to employers and young people. (MN)

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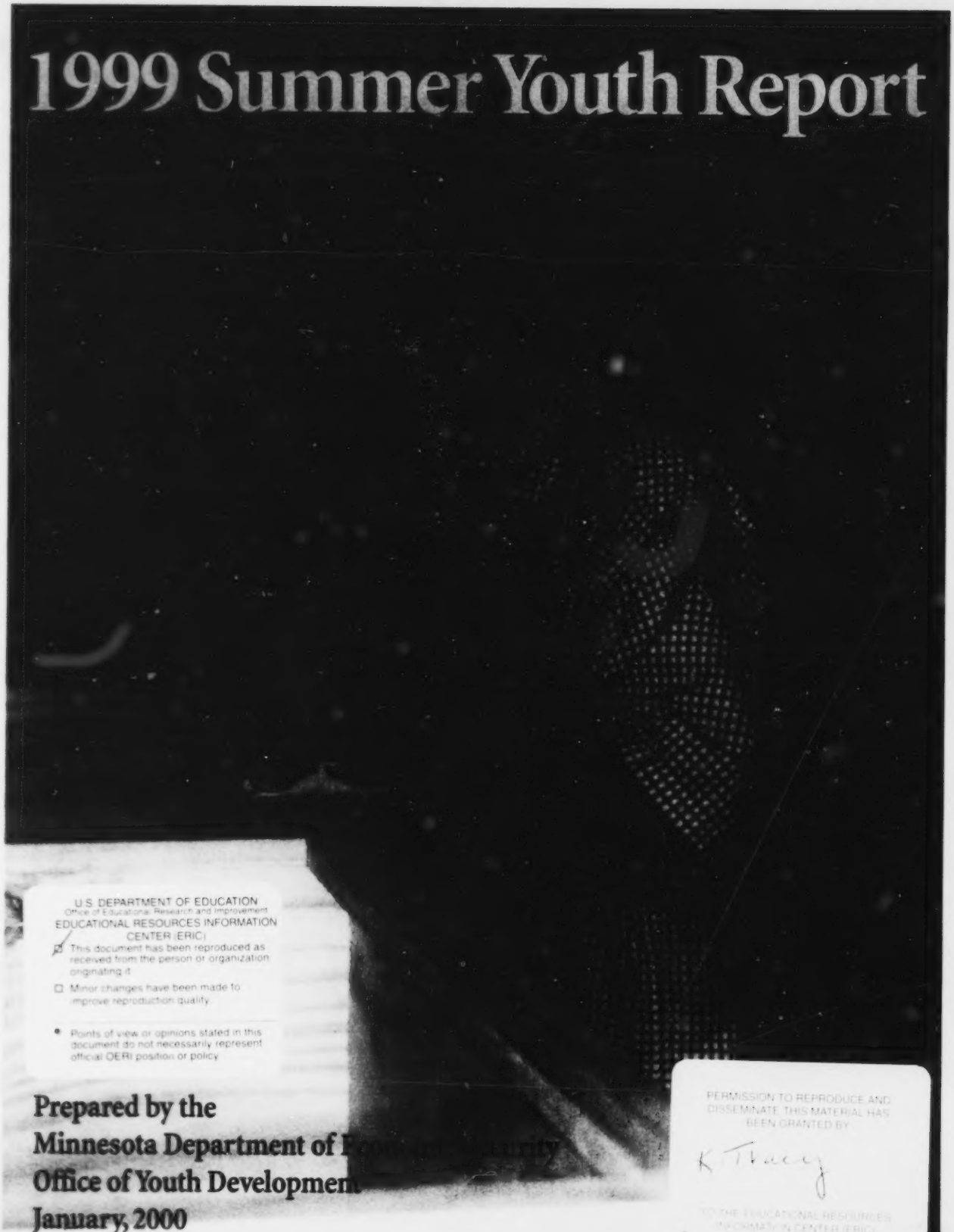
1999 Summer Youth Report



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In accordance with M.S. 3.197, the cost of preparing this report was $2,280.00. Upon request, this report is available in alternative formats.

This report provides a statistical profile of the young people served, program costs and program outcomes for Summer Youth Employment and Training Programs, which help provide disadvantaged youth with the necessary skills to compete in an ever-changing marketplace. Local Workforce Councils make available three strategies that integrate work and learning – work-based learning, classroom-based enrichment and summer jobs. Results indicate that it is possible to reduce the learning losses shown by disadvantaged youth during the long summer vacation. Through participation in the summer program, young people improve their reading and math skills and decision-making and problem-solving skills and make the first step in a successful school-to-work transition.

Summer Youth Employment & Training Programs
1999 Statewide Outcome Information

	Job Training Partnership Act Title IIB	Pct.	Minnesota Youth Program	Pct.
Total Enrollment	**4,644**		**2,993***	
Male	2,759	58%	1,769	62%
Female	2,006	42%	1,070	38%
14-15 Year Olds	2,444	51%	1,643	58%
16-17 Year Olds	1,603	34%	950	33%
18-21 Year Olds	718	15%	246	9%
African American	483	10%	308	11%
Asian American	261	6%	130	5%
American Indian	352	7%	146	5%
Hispanic	166	3%	106	4%
White	3,503	74%	2,149	75%
Young Persons of Color	1,262	28%	690	24%
Youth With Disabilities	2,612	50%	1,429	50%

Statewide Average Cost Per Participant (JTPA Title IIB): $1,088
Total Number of Juvenile Offender Participants: 692
Number of Youth Retaining/Enhancing Basic Skills: 3,640
Number of Youth Returning to School: 6,046
No. of Eligible Youth on Waiting Lists For Summer of 1999: 5,541
Number of Youth Placed in Private Sector Internships: 340
Number of Participating Private Sector Employers: 414
Number of Private Sector Employers Making a Financial Contribution: 69

**Summer component only. An additional 2,600 youth were served in the year-round component of the Minnesota Youth Program.*

1999 Service Levels to Disadvantaged Youth in Minneapolis and Saint Paul

	Job Training Partnership Act Title IIB	Pct.	Minnesota Youth Program	Pct.
City of Minneapolis	464		166	
African American	244	53%	94	57%
Asian American	107	23%	52	31%
American Indian	27	6%	6	4%
Hispanic	13	2%	4	2%
White	73	16%	10	6%
Young Persons of Color	391	84%	156	94%
Youth With Disabilities	172	37%	25	15%

	Job Training Partnership Act Title IIB	Pct.	Minnesota Youth Program	Pct.
City of St. Paul	184		256	
African American	52	28%	75	29%
Asian American	41	22%	147	58%
American Indian	1	1%	3	1%
Hispanic	17	9%	13	5%
White	73	40%	18	7%
Young Persons of Color	111	60%	238	93%
Youth With Disabilities	123	75%	19	7%

Northwest Minnesota WorkForce Council

Work Experience/Work-Based Learning

In Region 1 the work-based learning component is very diverse. Sample activities include:

Customer service for Chamber of Commerce and Youth Recreation Center
Working with surveys, land use maps and soil conservation
Building maintenance and repair
Bicycle repair shops
Painting community buildings
Working with archeologists

Academic Enrichment

Two classrooms and four project-based groups operated in 1999. Classrooms were interactive with work site employers. Instructors based the curriculum on SCANS skills and modified it to meet the needs of individual youth. Parts of the curriculum were geared to the Graduation Standards Test that was administered in July. Students gained an average 0.65 grade levels in reading and 0.50 grade levels in math.

Outcomes at a Glance

Area Served: Kittson, Marshall, Norman, Pennington, Polk, Red Lake and Roseau Counties

Number of Youth Served
JTPA Title IIB 234
MYP 157

Average Gain in Reading
JTPA Title IIB ..... 0.65 grades
MYP ..... 0.65 grades

Average Gain in Math
JTPA Title IIB ..... 0.50 grades
MYP ..... 0.50 grades

Youth With a Disability
JTPA Title IIB 112
MYP 97

Juvenile Offenders
MYP 22

Linkages with Youth-Serving Agencies

Ongoing collaboration occurred with social services, probation offices, high school principals, counselors and special needs instructors.

Coordination with and on-site visits to the local Workforce Center resulted in a career exploration unit. Youth explored the Minnesota Career Information System and individually explored career sites on the Internet.

Private Sector Initiatives

A career day, at which local employers spoke about careers, education requirements, entrepreneurship and future career openings, was a key offering in 1999. Employers talked about topics such as journalism and line production.

Crime Prevention Strategies

Academic Enrichment was offered from 5:00 to 8:00 p.m., which is frequently a time when many juvenile crimes occur. Youth participated in the planning of projects.

Youth Evaluation Team:

1. How have your attitudes about school, community, family, and/or work changed since being in the summer youth program?

Comments included, "I feel I have more responsibility because I have a job so I pay more attention in school. I now realize the importance of education in my future." "I have improved my 'people' skills 100%."

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2. What field trips did you take this summer? Which were most valuable to you?
The Midsummer Gathering was good. We had a speaker talk about "goal setting." I had been thinking about it during the summer so it was appropriate for many of us.

3. What skills did you develop this summer?
The most important skills listed by the youth were communication, computer skills, money management, patience with customers and co-workers. They also felt they learned a lot of new things, appropriate telephone etiquette and being responsible to an employer every day.

4. What are you spending your earnings on?
The comments included car insurance, car stereo, car loans, saving for a car, gas for a car, saving for college, saving for a recreational vehicle, clothes, shoes and senior pictures.

5. What impact did your work this summer have on the community?
Community people like the work that we did. Co-workers appreciated the extra help. People said it was great to have a place to bring their bicycles to be repaired. Students kept the city updated.

6. Do you think that the program is good? Why?
You get a job fairly quick. Your reputation may be bad but you get a job. You get good references. It's a chance to make money during the summer. Keeps me busy and out of trouble. It gives kids something positive to do. Less fighting at home because kids are gone. We help pay family bills and not gain any weight.

7. How can this program be improved?
Spread out the hours so we can do something all winter. Earlier start dates. Do orientation on the weekend. If you work more than one year, you should get a little raise the second year.

8. If you were not involved in the Summer Youth Employment and Training Program, what would you be doing this summer?
Working on a farm. Sitting at home. Working at short jobs, not continuously. Getting into trouble. Watching movies. Sleeping in late. Borrowing money from our parents.

Rural Minnesota CEP (Concentrated Employment Program)

Work Experience/Work-Based Learning

The 1999 Summer Youth Program in Rural Minnesota CEP's (RMCEP) nineteen county area was a success for the majority of the 1,476 youth enrolled. Supervisors identified three skills that youth could develop through work-based learning. Each youth's skills were evaluated by their supervisor at the end of the program.

In an orientation to the world of work, youth selected two skills that they wanted to develop through summer employment. On a follow up survey, **80 percent of the youth reported learning a variety of skills**. Besides basic skills, communication and teamwork were the skills most frequently cited.

RMCEP staff monitored over 700 work sites to assist with supervisor or youth concerns. Staff assured that regulations were followed and helped supervisors and youth with skills documentation. One supervisor reported that she was "considering hiring (the student) after program."

Lead worker positions were a new addition to the program. These youth displayed responsibility and leadership in problem solving and encouraged the development of good work habits such as following safety rules, staying on task, using work time efficiently and communicating with team members.

Outcomes at a Glance

Area Served: Counties served include Becker, Beltrami, Cass, Clay, Clearwater, Crow Wing, Douglas, Grant, Hubbard, Lake of the Woods, Mahnomen, Morrison, Otter Tail, Pope, Stevens, Todd, Traverse, Wadena and Wilkin counties.

Number of Youth Served
JTPA Title IIB 1,169
MYP 307

Youth Retaining/Enhancing Skills
Reading 239
Math 249

Youth Returning to School
JTPA Title IIB 698
MYP 154

Average Grade Gain in Reading
JTPA Title IIB/MYP 1.09

Average Grade Gain in Math
JTPA Title IIB/MYP 1.43

Youth With a Disability
JTPA Title IIB 517
MYP 130

Juvenile Offender
JTPA Title IIB 158
MYP 43

Academic Enrichment

Academic enrichment services focused on reading, writing, math, and work skills for 484 youth this summer. Three different approaches were used: classroom-based, work-based and youth service corps. Academic enrichment provided remediation for students who had not completed the Graduation Standards for basic skills in reading and math. Classroom instructors connected academic enrichment with the youth's work experience. Individualized "work-based" lessons included:

- Calculating rate of pay per task,
- Discussing human relations skills and how to improve on the job,
- Creating an advertisement against littering,
- Creating a blueprint to scale,
- Researching exercise and nutrition and their correlation to diabetes,
- Preparing and implementing a skit on anti-racism,
- Estimating the amount of recycling in a day/week/month,
- Taking water samples and learning about water chemistry, and
- Measuring areas in preparation for laying sod and putting in concrete.

Youth Service Corps integrated academics and work-based learning for 86 youth. The Brainerd Warrior Workers concentrated on team building, respect and community service. The Springhill Group Home Corps cleaned fairgrounds and parks and did special projects at Hamden Slough in Detroit Lakes and at the Prairie Learning Center in Fergus Falls. The Perham Corps enhanced work skills for special needs youth.

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A new Cass Lake ALC Youth Service Corps combined short-term community service projects with applied academic curricula and experiential learning activities to build self-confidence and self-esteem. Their last project was a campsite development and cleanup activity and team building exercise on the Apostle Islands on Lake Superior. The new Youth Service Corps of the White Earth Math and Science Summer School Program provided youth with hands-on opportunities to learn about natural resources, including stream and soil sampling, canoeing, cooking, construction projects, making pottery and baskets, harvesting wild rice, and orienteering. On the last day of the program, a feast was held at the Circle of Life School to recognize the accomplishments of these youth.

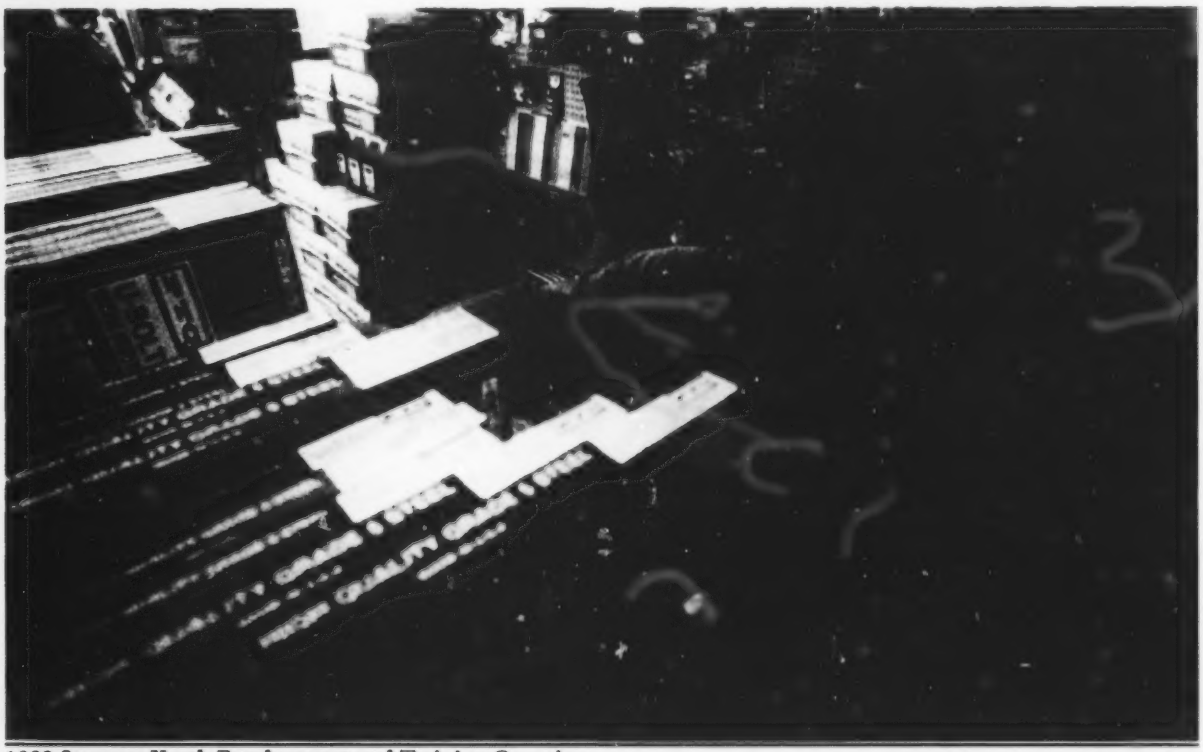
Based on pre- and post-testing, reading skills increased an average of 1.09 grade levels and math skills increased an average of 1.43 grade levels for the 339 youth who completed academic enrichment. Overall, 192 youth increased their reading skills and 196 youth increased their math skills. Pre- and post-test scores remained the same for an additional 14 percent of the youth in reading and 16 percent in math, indicating that they did not suffer a loss of academic skills over their summer vacation. A majority of the youth who participated in academic enrichment said it was important to earn credit toward their high school education to help them pass the State basic skills tests.

Connecting with School-to-Work

The Moorhead team developed a strong connection between the summer youth program and education partners to assist youth toward graduation. Participants in seminars at Red River ALC earned social or elective credit. Youth enrolled in the Moorhead YES program linked work and learning.

Central Lakes College in Brainerd offered a four day career exploration camp. Youth explored careers in welding and fabrication, computers, auto body technician, and science and engineering through hands-on projects and tours of local businesses.

Strong School-to-Work partnerships cover Beltrami, Cass, Clearwater and Hubbard Counties. Nearly all supervisors completed the Evaluation of Learner Performance and Behaviors form to apply towards the Minnesota Graduation Standard "Real-World Work Experience" Performance Package. Completed evaluations were sent to each youth's school.



Private Sector Partnerships

Fifty employers participated in private sector internships. Employers were chosen for their willingness to mentor the youth or provide learning rich work opportunities. Especially in small towns, interning is a viable strategy for youth to gain real job skills in careers which interest them. An additional five youth had an opportunity to gain on-the-job training with private sector employers paying 50 percent of the wages.

Youth Evaluation of the Program

Has your attitude about school, work or family changed because of the program?
54 percent responded that their attitude improved and most said they are more responsible:
"Feel great earning money to support myself and my baby."
"Know I want more than minimum wage job after I graduate."
"Realized it's really nice to pay your own way."
"Made me think positively about my family and community."
"I really want to graduate and go to college."
"I respect people a lot more, especially older people."
"You realize it isn't as easy to get a job, pay bills, etc. Showed me how to be more self-responsible."

What field trips did you take this summer?
One group made a patchwork quilt for a homeless shelter, delivering it and serving the noon meal at the shelter. Another group visited the FM Food Pantry and collected items for distribution. Students shadowed employees at the Duluth Zoo and learned about natural resources and American Indian history during field trips to Itasca State Park and Tamarac National Wildlife Refuge.

What are you doing with your earnings?
45 percent reported they were saving. Other responses were clothing, car, bills and school.

How did your work help the community?
Park workers stated that their work affected more than one community and that the job they did enabled visitors from all over the world to enjoy a clean, well run park. Other comments: "Informed the community of meetings and special events." "Helped older people get to know kids/teens."

How would you have spent your summer if not on the Summer Youth Program?
When youth were asked what they would be doing if they weren't working, the majority said, "nothing," "sitting around," "being frustrated with nothing to do and not making any money," and "sleeping". Some stated they may have ended up in trouble. "It would have been really tough for me to get a job on my own."

Do you think the Summer Youth Program is a good program? Why?
"Yes, because if you are young no one else will hire you."
"It gives you a chance to prove yourself and learn the right way to work."
"It helps us learn responsibility and also find out what kinds of work we like to do."

97 percent of the youth rated the Summer Youth program as excellent or good. Specific reasons why the program was good for them included learning something new about themselves and feeling proud of what they accomplished:
"I completed the job that I was supposed to do."
"I can be reliable".
"That I can be dependable and responsible".
"When I put my mind to something I can get it done."
"The most valuable thing I learned this summer was through a Racism Training. I learned of my roots and different behaviors and cultures."
"The most valuable thing I learned this summer was appreciating our elders. Spending time to help them get through the bad times of being in a nursing home."

When youth were asked how the program can be improved, their majority response was "no change". Those who did indicate a change requested a larger variety of jobs, a chance to earn more money, and "get paid more often."

Northeast Minnesota Office of Job Training

Hundreds of young people got a first-hand look at the modern workforce and are now better prepared for the technical and personal challenges that await them in their future careers. Communities benefitted from youth workers. Elderly and disabled people had extra hands to care for them. Cluttered streets became clean again. Work that would have been left undone was completed by dedicated young people.

Work Experience / Work-Based Learning

The world is moving toward technology and so did many 1999 Summer Youth participants in northeastern Minnesota. In addition to the traditional work sites like schools and city maintenance departments, young people had the opportunity to work at television and radio stations and in the arts and sciences. Jobs that used to involve only filing now include computer database training and Internet experience. Even janitorial positions at schools have added computer installation to the slate of potential work skills. Several young people said that they learned a particular computer program for the first time in their summer job. Others maintained, and in some cases created, web pages for their employers. Youth workers still gained the basic work skills such as showing up on time, staying on task and following direction, but they also gained computer skills and knowledge about the modern work environment and what skills they will need to succeed in the 21st Century workforce.

Outcomes at a Glance

Area Served: Counties served include: Aitkin, Carlton, Cook, Itasca, Koochiching, Lake and St. Louis counties excluding the City of Duluth.

Number of Youth Served
JTPA Title IIB 461
MYP 133

Retain/Enhance Basic Skills
JTPA Title IIB 448
MYP 14

Youth Returning to School
JTPA Title IIB 388
JTPA Title IIB 45

Youth With a Disability
JTPA Title IIB 246
MYP 71

Juvenile Offenders
JTPA Title IIB 20
MYP 3

Academic Enrichment

Operation Springboard in St. Louis, Itasca, and Carlton counties assisted youth in reaching their GEDs and provided opportunities for community and cultural field trips. Participants took part in confidence-building activities while still gaining traditional work experiences. The educational aspect of the program has been extremely valuable to at-risk youth, many of whom say they couldn't get their GED if it weren't for the structure of the program. In Operation Springboard, students split their work time between classroom learning and work throughout their communities.

Six developmentally disadvantaged youth in St. Louis County earned academic credit for their summer work. These youth gained important life skills that will open doors in the future.

Drug and safety seminars were offered to all youth workers before they began their summer jobs. These workshops provided training in work site safety and drug and alcohol awareness. Youth had an opportunity to consider options for their future through field trips to local colleges and technical schools and visits to local businesses and large employers. Staff members also offered participants one-on-one learning experiences by discussing and distributing literature regarding employment skills and career planning.

Linkages with Youth-Serving Agencies

The Northeast Minnesota Office of Job Training works with the Arrowhead Economic Opportunity Agency to provide the best possible employment opportunities in northeastern Minnesota. Both agencies work with high school counselors to let young people know what summer opportunities are available. The two agencies also work with probation and juvenile officers to address the needs of at-risk youth.

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Private Sector Initiatives

Staff in local Minnesota WorkForce Centers in International Falls, Hibbing, Virginia, Grand Rapids, Duluth, and Cloquet and the WorkForce Center in Aitkin worked closely with private employers throughout the region to employ youth. A single application was designed and utilized to recruit youth for employment in the seven counties of Northeast Minnesota, including the city of Duluth.

Crime Prevention Strategies

Staff worked closely with school counselors, probation officers, and court officials to insure that those considered most at risk of becoming offenders or those already involved with the court system received work experience and training with academic assistance. Participating in the program contributed to higher self-esteem and self-accountability. Among the many positive comments from the youth about the program is the observation that their summer youth experiences gave them a positive alternative to crime.

Youth Evaluation Team Response

Attitude Changes

Several young people say their outlook on the workforce changed significantly as a result of their summer work.

"Getting up at six a.m. every day for work creates a great deal of responsibility and dependability. I've become a much more mature and responsible individual in the past four summers and have gained knowledge of what being in the workforce is really like."
-Joe Foster, Cherry High School maintenance worker

The experience of gaining responsibility at a work site has led to an increased sense of responsibility in the classroom.

"This job has helped me decide what I want to do."
-Katie Kostiuk, Backpack Junction day care worker, International Falls

Field Trips

Summer youth participants visited colleges, technical schools, and potential employers on a one-to-one basis. Young people went on educational field trips every week, to sites ranging from hospitals to factories. Other youths took part in confidence building workshops or skill courses. In addition to valuable career and educational knowledge, youth were able to make friendships and discovered how to interact with their peers.

Skills Developed

Summer Youth participants picked up a wide variety of skills in their work last year. From maintenance know-how to computer savvy, the sky was the limit.

"I've learned so much I can't even begin to explain. This job has given me a lot of information on broadcasting if I ever decide I want to go into radio or television. Everyone wants to know how I got to work here."
- Matt Baker, KAXE Radio, Grand Rapids

Summer Youth participants were able to get a start on chosen career paths. Some workers obtained entry-level experience in state park management or natural resources work. Others learned about child care or the medical profession. Summer youth training and employment programs gave many participants a direct reference for the career of their choice.

"This job has given me a chance to start my career."
-Cory Wehrman, Tettegouche State Park

All summer youth participants gained the basic life skills needed to be successful in the modern workforce: responsibility, ability to take direction, and a good work ethic.

Academic Credit

Most Operation Springboard participants say that if it weren't for the opportunity to learn and earn in the program, they wouldn't be able to pursue their GED.

"I'm learning how to get where I want to be. I wouldn't have been able to go for my GED if it weren't for this program."
-April LaJesse, Grand Rapids

Summer youth programs provide many high-school dropouts and those having difficulty with school the chance to learn not only standard school skills such as math and English, but also work skills like dependability and having a strong work ethic.

Spending Habits

Summer youth participants generally used their earnings for college savings and vehicle maintenance. In some extreme cases, money was used by the family for groceries and living expenses. Spending habits also varied by age groups: 16 and 17-year-olds were split between saving for college and spending the money on a car, truck, or recreational vehicle and anyone 18 or older tended to use the money for post-secondary schooling. Purchasing school clothing and supplies was also a cost reported by participants.

Community Impact

For many participants, the sense of community improvement is one of the primary motivators in their daily work. Youth say they've gained pride in their work and in their towns, schools, and wildernesses.

"You learn to respect your school when you have to clean it up."
- Scott Pechtold, Cotton High School maintenance worker

All over northeastern Minnesota, one of the biggest things citizens notice is how much summer youth workers do in the way of community beatification and improvement. In places like Embarrass Township and Lake County, crews are instrumental in completing summer tasks. In Embarrass, township maintenance manager Charlie Fowler has supervised work crews for over 18 years. He says he enjoys having the youths learn at the same time they're making his job a whole lot easier. In Lake County, many outdoor improvements such as waste clean-up and park renovation can only be made with the extra help that Summer Youth participants provide.

"People around here appreciate what I'm doing."
- Lisa Thorpe, Rainier Merchants Association

Summer workers are encouraged by the positive feedback from their communities. They learn that they can make a difference in their own lives and in the lives of their fellow citizens. This positive experience leads to an increased awareness and openness to community service on the part of young people.

Program Quality

Participants say that the money earned during the summer is the most important part of their work and that the method of reporting their work and collecting paychecks is smooth and relatively simple. Youth have been able to get jobs that have a direct bearing on their future careers and are more apt to learn specific skills tailored for their plans. Worksite supervisors also report satisfaction with the program, saying that their summer work load could not be completed if it weren't for the summer youth workers. Several workers below the age of 16 also tout the program as an excellent way for them to get that first reference to help them get other jobs in the future.

"(Summer Youth) helped me get a job for the summer, which is hard to do at my age. It also helped me meet a lot of nice people and decide what I want to do in life."
-Jake Solberg, 14, Tettegouche State Park

Potential Improvements

Youth workers had two suggestions for improvements. The first is to provide more funding for more worksite placements. Several worksites had fewer summer youth participants than they would have liked.

The other main issue is in regard to pay. Several youth and worksite supervisors agree that there should be a better system of rewarding good work. They say there should be a system where good work results in higher pay.

Life Without Summer Youth

"What would you be doing if it weren't for this program?" Well over half of the youth said that the Summer Youth program was keeping them out of trouble. Others said they would have a more difficult time with school savings or simply making ends meet. Youth said the loss of their summer job would have had a detrimental effect on their lives.

City of Duluth Job Training Programs

The City of Duluth Job Training Programs helped find work for 210 of the 400 youth that applied for a summer job through its Y.E.S. DULUTH! program. Sixty youth were served under private sector initiatives. Youth gained valuable job experience and worked on improving their academic skills while providing a variety of community services throughout Duluth and the surrounding area.

Outcomes at a Glance

Area Served: City of Duluth

Number of Youth Served
JTPA Title IIB 150
MYP 121

Youth Returning to School
JTPA Title IIB 89
MYP 72

Average Gain in Reading
JTPA Title IIB/MYP ..... 1.0 grades

Average Gain in Math
JTPA Title IIB/MYP ..... 0.88 grades

Youth Receiving Academic Enrichment and Work Experience
JTPA Title IIB 121
MYP 120

Youth With a Disability
JTPA Title IIB 47
MYP 42

Work Experience/Work-Based Learning

Seventy-four youth ages 16 to 21 were enrolled in scattered site placements. Before starting work, youth received training on safety issues, drug/alcohol and sexual harassment policies, work site dress codes, and job keeping skills. Progress was evaluated biweekly by site supervisors focusing on SCANS skills.

Sample jobs included secretarial, janitorial, gardening, food service, recreational assistant, childcare, and animal care. Participants worked at a variety of non-profit businesses and agencies such as the Housing and Redevelopment Authority, YWCA Kid's Corner Day Care, Saint Louis County Social Services, City of Duluth Mounted Police, Boys and Girls Club of Duluth, City of Duluth Street Maintenance sites and the Saint Louis County Heritage and Arts Museum.

Site supervisors were briefed on the importance of linking education and the workplace environment. They were given ideas on how to implement the work-based learning model at their site as well as ways to help participants see the importance of continuing their education. **This emphasis has paid off as our academic class attendance rate was very high and worksite absenteeism was very low this summer.**

Academic Enrichment

The academic enrichment component is a partnership between the Duluth Job Training Office, Independent School District #709, and the local Area Learning Center. The school district provided five certified teacher positions: two teachers taught math and reading skills in a traditional classroom setting, two teachers taught math, reading, and other academic topics in the school district's PLATO 2000 Computer Lab setting, and one teacher worked along side and taught our Youth Service Corps while out on project sites. The Area Learning Center provided services to five of the 116 Duluth young people participating in the academic enrichment component this summer.

The Reading Comprehension and Number Operations sections of the Adult Basic Literacy Exam (ABLE) Level 11 were used for both the pre- and post-test assessment. Youth who scored below their grade level were required to attend classes two half-days each week (3 1/2 hours per day) for 6 weeks. The maximum class size was 14 students.

Eighty-two percent of all participants taking the post-test maintained or increased their scores in at least one of the test areas. Forty-eight percent of all participants taking the post-test raised their scores in both reading and math. Individually, some participants' scores increased by as much as two grade levels. On average, participants scores increased by 1.0 of a grade level in reading and 0.88 grade level in math.

Ninety-one participants completed the academic component through the PLATO lab classes. They earned one-half (0.5) of an elective credit toward their high school diploma.

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Youth Service Corps

Seventy-six youth participated in Duluth's Youth Service Corps. Members worked in crews of seven youth with one adult crew leader. Crewleaders were trained in first aid, CPR, and defensive driving as part of a two-day orientation. A two-day orientation session for members involved team and trust building exercises, project planning, life-skills training, and self-esteem building. A certified academic instructor worked side-by-side with corps members on SCANS skills, including reading and math related problem solving while on the worksite.

Major accomplishments of the YSC included cleaning creeks and debris from trails in conjunction with the Duluth Department of Public Works, painting and renovating a hockey arena for the Duluth Amateur Hockey Association, painted a home for the Women's Coalition, weeding and general maintenance of city parks and Duluth's Lakewalk, set up the race track for the Arthritis Foundation's Mini Grand Prix fund raiser, building a nature trail at Stowe Elementary School, and baseball field maintenance for the Parks and Recreation Department.

Private Sector Initiatives

Y.E.S. DULUTH! teamed up with Duluth area Rotary clubs in getting the word out to businesses and the community about the program. Through these efforts, 65 job orders were taken; Y.E.S. DULUTH! was able to fill 60 of them. Jobs included restaurant work, sales, clerical, maintenance, manufacturing, housekeeping, child care, lawn mowing, and yard work. Wages ranged from $2.00 per hour for child care (one child) to $10.00 per hour for manufacturing. The overall average wage was $5.90.

Youth Evaluation Team

Duluth's evaluation team includes 17 youth representing the various facets of the program (work experience, youth service corps, academic enrichment, and private sector job placement). Their comments about their experiences in the Y.E.S. DULUTH! program are listed below.

Attitudes about school, community, family, work or what's changed since being in the summer program:

stronger work ethic
more responsible, prepared for college
better outlook
better skills

Field Trips

Gooseberry Falls
Iron World (learned about the region and the past)
Boulder Lake

What skills they developed

computer skills
typewriter skills
teaching arts and crafts
supervising children properly

How important is it to earn academic credit?

last year it helped
needed it, good extra credit
very important to graduate

What they are spending their earnings on

rent
clothes
saving for a car
savings account
bills

things for school
school supplies
help family finances
car insurance and gas
college savings

What impact did the project have on the community

learn how to deal with problems
improve city parks
make streets safer
kids don't get in trouble
kids make different things and learn about conflict resolution
kids don't develop into gang members
good atmosphere for kids/safe place
helps with animal problems and helps people find pets
cleaned out the streams
help community clubs get in shape for winter activities

If they think this is a good program and why

staff work with kids well
kids who are young can get jobs
learn different things
there are no other opportunities
work hard, but fun too
first job experience
nice how it helped kids find jobs
gives kids something to do
develop skills for the future
kids are doing their best
team work
learn more about yourself

How the program can be improved

have the program year-round
higher wages
have it last longer in the summer
change school computer program
mail checks so they do not have to be picked up
have a newsletter
learn about yourself
rehire past participants
more inside work activities when the weather is bad
new handbook
switch crews around more, learn different things

Central Minnesota Jobs and Training Services

CENTRAL MN JOBS & TRAINING SERVICES (CMJTS) Summer Youth Program provided employment and training opportunities for 613 disadvantaged youth. Activities focused on work, learning and community service and were the result of the cooperative efforts of CMJTS, Workforce Center partners, local schools, non-profit and private businesses, civic organizations, and county, state and federal agencies.

Work Experience/Work-Based Learning

Two hundred thirteen youth participated in entry-level work experience at positions including data entry, office assistant, tutoring, day care, building maintenance, classroom aide, receptionist, library assistant, dietary assistant, park and recreation, and construction work. Job coaches assisted 25 youth with disabilities to learn new job tasks and appropriate work behaviors. Using SCANS Skills as a model, site supervisors evaluated progress for all youth on a bi-weekly basis. Final evaluations were shared with each student's home school.

Academic Enrichment

Three hundred sixty-three youth participated in academic programs designed to connect learning with work. Instruction included, at a minimum, math and reading plus one or more of the following: career exploration, life skills, study skills, computers, citizenship skills, entrepreneurial skills or remediation in other courses. Instruction was integrated into community service projects, allowing students to learn, practice and demonstrate skills as they completed projects valued by their community. Two hundred ninety youth earned academic credit toward graduation. Several youth passed their graduation standards basic skill tests at the end of the program.

Three hundred sixty three youth completed service and learning projects, which made their communities better places to live. Youth Corps members completed the following projects:

- Revitalized a "peace garden," seeded grass, planted flowers, trees, shrubs and gardens;
- Painted fences, picnic tables, buildings, parking lines on streets, bleachers, park benches, picnic shelters and a gazebo, curbs, city offices, schools, garbage cans with a Danish design, a history center, and 150 fire hydrants;
- Built 20 park benches, 15 picnic tables, 125 wood duck houses (installed 40 in wetlands), 15 garbage can holders, a bike rack, 24 4' x 8' metal bridges with wood decking for a local trail, a 80' x 40' wood terrace, 3 Adirondack chairs, 12

Outcomes at a Glance

Area Served: Eleven counties in Central Minnesota including Chisago, Isanti, Kanabec, Kandiyohi, McLeod, Meeker, Mille Lacs, Pine, Renville, Sherburne, Wright

Number of Youth Served
JTPA Title IIB 480
MYP 133

Youth With a Disability
JTPA Title IIB 338
MYP 14

Successfully Completed Academic Enrichment
JTPA Title IIB ..... 83 percent
MYP ..... 83 percent

Increased or Maintained Basic Skills
JTPA Title IIB 215
MYP 60

Youth Receiving Academic Credit
JTPA Title IIB 179
MYP 111

Juvenile Offenders
JTPA Title IIB 61
MYP 11

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birdfeeders, 25 bat houses, a floating pier, a bog-walk, a ticket booth;

- Made 100 stuffed bears and donated them to a family service center for therapists to use with young children;
- Designed and build a web page for their Work-to-Learn Program;
- Helped build a Habitat for Humanity house—installed insulation, painted the house exterior, build a deck and landscaped the yard;
- Reset gravestones, conducted a community car wash to raise money for a new youth center, cleaned classrooms, a community center and city streets before and after city celebrations;
- Spruced up parks, playgrounds, fairgrounds, volleyball courts, baseball fields, and a parking lot. They repaired fences, landscaped schools and build and maintained nearly 10 miles of hiking and nature trails.

Linkages With Youth-Serving Agencies

Our strongest link is with the 20 school districts that contract with CMJTS to provide academic enrichment and Youth Service Corps programming. Other links include probation, social services and community health agencies and local service clubs.

Nearly 100 civic organizations, school districts, federal, state and county government agencies contributed staff, money, meeting space, materials and other resources to summer youth projects for a total of over $200,000 in cash and in-kind contributions.

Private Sector Initiatives

Central MN Jobs & Training Services and the Workforce Centers of Willmar, St. Cloud and Mora challenged private employers to hire disadvantaged youth or sponsor youth to work in their communities. A single application was designed to recruit all youth interested in summer jobs in the 11-county Central MN Jobs & Training Services SDA as well as the Stearns-Benton SDA. Applications of youth not eligible for federal or state summer programs were referred to Workforce Centers or Summer Youth Mini Offices.

Crime Prevention Strategies

Work experience or youth corps community service projects provided 72 youth offenders with meaningful work. Some academic programs incorporated crime prevention and citizenship instruction into the summer curriculum. One program was designed specifically for youth offenders. Another invited a police officer in to explain the consequences of terrorist threats. Several youth paid restitution with their summer wages, and several probation officers counted a portion of a youth's summer work experience as community service.

Southwest Minnesota Private Industry Council

The Southwest Minnesota Private Industry Council (SW MN PIC) provided employment and training experiences for a total of 165 youth during the summer of 1999. A variety of activities were tailored to meet the needs of the individual youth. Work experience and work-based learning, entry-employment experience, and private sector internships were the key activities this summer. Success is attributed to the excellent cooperation and partnerships that have been established between the SW MN PIC, private and public sector employers, area schools (including high schools, alternative schools, and post-secondary schools), county, state and federal agencies, and the other WorkForce Center partners.

Outcomes at a Glance

Area Served: A 14-county area in Southwest Minnesota including Big Stone, Chippewa, Cottonwood, Jackson, Lac Qui Parle, Lincoln, Lyon Murray, Nobles, Pipestone, Redwood, Rock, Swift, and Yellow Medicine counties.

Number of Youth Served
JTPA Title IIB 116
MYP 58

Youth Returning to School
JTPA Title IIB 116
MYP 58

Youth with Disabilities
JTPA Title IIB 71
MYP 35

Juvenile Offenders
JTPA Title IIB 6
MYP 3

Work Experience/Work-Based Learning

Youth participated in a variety of work experience and work-based learning situations. Worksites consistently did a great job of helping the participants understand what is involved in working. Supervisors communicated well with the youth. Emphasis was placed on awareness of skills youth used on the job, maximizing those skills during participation, and ensuring that youth took those skills to their next work experience. Participants had the opportunity to:

- Experience employment in an environment where expectations were clear;
- Explore jobs in a career field that was of interest to them;
- Understand and develop good work habits such as arriving at work on time every day, getting along with everyone at the work site, and doing assigned tasks.

A SCANS-based youth employee evaluation was used. Supervisors were encouraged to refer to SCANS throughout the course of the summer to ensure that the employees were working toward mastery of both *concrete* and *soft* skills.

Academic Enrichment

Since 1988, SDA 6 has offered a summer academic enrichment component to 14 through 16 year old students who were performing at a minimum of one grade level below the grade equivalent. With the advent of Graduation Standards and the School to Work Initiative, this task has gradually been taken over by the host high schools. SW MN PIC, therefore, did not offer any of the traditional academic enrichment classes this summer. Rather, schools were encouraged to adapt the existing PIC course outline and curricula into their plans. This approach provided a successful transition in most cases. Many of the teachers formerly hired by the PIC to teach academic enrichment classes were the teachers hired by the schools to teach this summer's classes.

Private Sector Initiatives

Thirty-eight youth had the opportunity to work in an entry employment experience in the private sector. Work sites participating in this component included retail stores, nursing homes, child care centers, and a plumbing and heating business. Efforts were made to place youth at work sites as closely aligned as possible to their career interests.

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Crime Prevention Strategies

The focus of the program incorporated crime prevention in a variety of ways:

County Corrections and probation officers referred youth who could benefit from a work experience.

Structured program activities were planned to reduce crime in communities by:

- providing positive role models for youths,
- enabling youth to gain actual work experience that could transfer to future jobs, thereby increasing employability,
- building self-esteem through work and wage earning and improving youths' outlook on their future, and
- providing youth with constructive alternatives to using their time in negative activities.

The summer programs were also coordinated with the Juvenile Justice Project in operation in SDA 6. Juvenile Justice Project staff referred current participants to the SYETP, which provided youth with work experience or entry employment experiences in the private sector.

Youth Evaluation Team Comments and Perspectives

Following are quotes from youth participants throughout SDA 6 in response to questions:

How have your attitudes about school, community, family, and/or work changed since being in the summer youth program?

"I have learned not to live off my parents and they do work harder than I thought they did. I also realized that I need to stay in school and go on to vocational school. I have also learned to respect my community, family, and friends more."
"I didn't realize before I started the program what was all involved in getting and doing a job."
"I'm not as scared to grow up and get a real job in the real world!!"
"I'm starting to figure out what I want to do or don't want to do for the rest of my life."
"I believe education is the basis of all future career success."

What skills did you develop this summer?

"Better communication skills"
"Computer skills, people skills"
"How to work with people with different views on how a job should be done and learning how to compromise"
"Responsibility, being on time"

What are you spending your earnings on?

cars
college
travel
computer
savings
"I saved 1/2, the government took 1/4 and I wasted 1/4."

What impact did your work this summer have on the community?

"It helped people find a nice, clean place to camp"
"I helped people learn about the library and Internet, and I was part of the cancer walk for the library"
"Hopefully, I reflected my job well on my community, and gave the place where I work a good name."

Do you think this is a good program? Why?

"This program helps us kids get jobs a lot easier, and also helps us to get good jobs (not jobs like working at a fast food restaurant). It also helps us learn good job skills."
"They teach you how to do work and they help you in a way another job would not"
"It gives kids a chance to see maybe what they want to do with their lives and experience in the kind of work they may want to go into"
"It helps you learn working skills you'll need in the future, and it helps by getting you ready for the working world"

How can this program be improved?

"Improve by having a higher hourly wage"
"I would put a trial period of maybe about two weeks just to help the person decide if this is really the job site they would want to work at"
"Be a little more understanding about when someone needs time off, especially if it is church or family related"

If you were not involved in the Summer Youth Employment and Training Program, what would you be doing this summer?

"Looking for another job"
"Doing work around the house for parents or other family members"
"Sitting at home doing nothing"
"Maybe nothing - maybe getting into trouble"

South Central Minnesota Workforce Council

The Minnesota Valley Action Council (MVAC) provided 388 youth with learning, work, and community service experiences—and a whole lot more—through the 1999 South Central Minnesota Summer Youth Employment and Training Program. The youth were from throughout SDA#7, which includes the counties of Blue Earth, Brown, Faribault, Le Sueur, Martin, Nicollet, Sibley, Waseca, and Watonwan. The growth each youth experienced was the result of the collaborative effort of local schools, the WorkForce Council, private and public businesses, and local agencies.

Youth participated in academic enrichment in the mornings and work experience in the afternoons. The academic enrichment component provided a unique learning experience for youth that struggle during the regular school year. Twenty-three different schools partnered with the program and provided certified teachers, facilities, and materials.

For the second summer in a row, the academic enrichment component was based on a service learning model designed to enhance applied learning and to involve the youth in a community service project. Each school, with the aid of the youth, established a service learning theme based on a community need. Together the students and teacher selected, planned and carried out a service project related to the theme. Academic enrichment was also related to the theme and was incorporated into the service project. For example, a group of students who chose tree planting as a project under the theme of city beautification explored careers in city planning, horticulture, and county extension. Their science studies focused on ecology and the connection between animals and habitat, while math was used to insure appropriate tree planting depth and spacing.

Other service learning projects included helping the elderly, organizing a food drive, and organizing a fund raiser (food booth) for the Humane Society. Youth participants commented that they liked doing the service learning project because it showed that kids could contribute to their communities. Teachers commented that students saw that skills learned in school can be applied to tangible projects, and that students gained understanding about their community and why it is important for everyone to contribute something positive.

In the classroom, teachers created a learning environment that was interactive and provided individualized attention. This setting provided

Outcomes at a Glance

Area Served: Nine counties in south central Minnesota including Blue Earth, Brown, Faribault, LeSueur, Martin, Nicollet, Sibley, Waseca, and Watonwan counties.

Number of Youth Served
JTPA Title IIB 190
MYP 388

Average Gain in Reading
JTPA Title IIB/MYP ..... 0.72 grades

Average Gain in Math
JTPA Title IIB/MYP ..... 0.64 grades

Youth Retaining/Enhancing Basic Skills
JTPA Title IIB 163
MYP 334

Returned to School
JTPA Title IIB 184
MYP 375

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the youth time to gain skills and confidence while improving their basic skills and receiving needed academic credit. Student grade level increased an overall average of 0.72 in reading and 0.64 in math. The world of work was incorporated into the classroom through units in career exploration and how to get and keep a job and through visits to and from area employers. Field trips to area higher education facilities introduced youth to the training available to achieve their goals.

The world of work was turned into reality as youth participated in a variety of work experience opportunities in the afternoon. A total of 228 youth worked in one of three work experience components provided in collaboration with non-profit and private organizations, with wages paid by the program.

- **Work Experience** – 115 youth worked at non-profit work sites in jobs ranging from clerical assistant and library aid to nursing home activities assistant. Youth provided a service to local communities while they learned employment skills.
- **Internships** – 53 youth worked at private sector jobs. The internships provided work experience in their area of career interest.
- **Youth Service Corps (YSC)** – 60 youth worked as part of a YSC which provided a group opportunity to perform community service jobs. A team leader was hired for each YSC to assist the youth with their work projects and provide guidance to insure a positive work-based learning experience.

To make these experiences happen, private and non-profit organizations collaborated with MVAC to provide jobs, supervision, and role models for the youth. Their dedication to helping youth to believe in their abilities and the value of their work is to be commended.

The comments below are from a group of youth participants who gathered to share their thoughts about the Summer Employment Program.

How have your attitudes toward school, community, family and/or work changed since being involved in the summer youth program?

- Visits from professionals in the community have given me new insight into what jobs are like.
- My work experience has changed the way I see work or thought about work.
- Career exploration during summer school has helped give me ideas for my future.
- I see things in a broader scope now.

Did you go on field trips? Where did you go? What did you like?

- Rock climbing to learn team building was interesting.
- Weightronics and Midwest Electric Company tours to learn about what they do and careers available.
- Jackson Technical College to explore training opportunities for future careers.
- Laurel's Edge assisted living complex for seniors, visited seniors and learned about jobs in the aging field.
- We like the field trips; they were fun and a nice break from reading and math.

What skills have you developed?

- I learned to use tools and began to develop mechanical skills
- I developed filing skills, keyboarding, phone skills, communication skills and basic clerical skills.
- I learned people skills, how to deal with people and work cooperatively with other people.

How important is it to earn academic credit?

- It is very important for me to earn credit.
- Making up credits because of missed school is a good deal.
- Earning the summer credit helps me so I can keep up with my peers.

What are you spending your earnings on?

- Helping parents with bills
- Buy clothes and CDs.
- Paying a speeding ticket
- Helped brother
- Saving for college.

What impact did your work have on the community?

- Beautification of the environment.
- Provided the opportunity for the elderly to have visits from young people and share their life experiences.
- Helped worksite become and stay organized.

Do you think this is a good program?

- Yes, we spent time learning and having opportunities for different experiences.
- Great program to make up credit.
- Yes, it teaches us to work as a team.
- The work experience helps us get experience so we can get another job on own.
- Keeps me occupied so I stay out of trouble and make money.

How can this program be improved?

- More field trips that tour businesses and give an idea of jobs and careers.

How would you spend your summer if you were not involved in this program?

- Staying home babysitting siblings
- Watching tv, sleeping late
- Working
- Hanging out

Southeast Minnesota Private Industry Council

Work Experience/Work-Based Learning

For the third year, the Kohlmier Park Project in Owatonna provided a different approach in delivering the more traditional work experience component. The eight youth placed at this site were responsible for operating the concession stand and thus gained a work experience with a self-proprietor perspective. Youth were responsible for all phases of the concession stand operations, including stocking food items, cashiering, clean-up, staff scheduling and negotiating work time. This project was a collaboration between the Owatanna School District, the City of Owatonna and the Private Industry Council, Inc.

Academic Enrichment/Youth Development

The program provided a number of academic enrichment and youth development activities this summer. Several youth assessed water quality issues in Rochester through an ecology studies class. Students took water samples and performed tests to measure pollution levels. Weekly field trips to various ecology settings enhanced the experience.

In another activity six summer youth provided a reading camp for elementary age children from non-English speaking families. A total of fifteen children attended this four week camp. Summer youth participants learned about being teachers, mentors and leaders while participating in this project. The summer youth participants, guided by an experienced elementary teacher, were responsible for most of the planning and delivery of the program.

Outcomes at a Glance

Area Served: Counties served include: Dodge, Fillmore, Freeborn, Goodhue, Houston, Mower, Olmsted, Rice, Steele, and Wabasha

Number of Youth Served
JTPA Title IIB 148
MYP 153

Returning to School
JTPA Title IIB 148
MYP 153

Juvenile Offenders
JTPA Title IIB 15
MYP 15

Youth Retaining/Enhancing Basic Skills
JTPA Title IIB 148
MYP 153

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Youth Service Corps

Over 100 youth participated on Community Development Teams in southeastern Minnesota. Projects included murals, recreational activities for other youth and other community service projects. By completing the projects, youth built the soft-skills necessary for entering the labor market for the first time. A SCANS-based assessment assisted youth in identifying the skills they were building. Field trips included the Forest Resource Center High Ropes and Challenge Course and tours of the Amish community and the Science Museum. An end of summer banquet and a trip to a Minnesota Twins game topped-off the summer.

Private Sector Initiative

No private sector program was offered this summer.

Crime Prevention Strategies

Our crime prevention strategies addressed the need for the youth to feel reconnected with the community and to pay restitution. The primary strategy was to enroll the referred juvenile offenders in the Youth Service Corps component of the program. Approximately 10% of those enrolled in the Youth Service Corps component paid restitution during the summer months for a total of over $2,000. Offenders also completed over 300 hours of community service.

End of Summer Survey Results

The following are the results from the Community Development Team Survey. Approximately one out of four youth completed the survey. Statements were scaled from 1 to 5, with 5 indicating the strongest agreement with the statement.

1. I believe that this experience will help me be a better student	4.18
2. I believe that this experience will help me find/keep a job	4.55
3. The Forest Resource Center was a good experience for me	4.27
4. I believe that this experience will help me make better decisions	4.38
5. Earning academic credit was important	4.12
6. The projects I work on were worth-while/value to the community	4.39
7. This is a good program, I would recommend it to a friend	4.68

What did you spend your earnings on?

Car, gifts, skate boarding stuff, clothes, CDS, bowling, pool, games, monthly bills, school supplies, shoes, Nintendo, restitution, paintings

What was your favorite field trip?

Forest Resource Center, Valley Fair, Amish Tour, Science Museum

How could the program be improved?

Work more, more rules, make sure everybody works, higher wages, work year round (2), it's good enough, don't know, It can't- its cool enough, doesn't need to be improved.

Hennepin/Scott/Carver County Consortium

Work Experience/Work Based Learning

Hennepin County's work experience program employed 336 youth, who worked in either group or scattered site work settings. Working under the supervision of Twin Cities Tree Trust (TCTT), youth at the group sites completed 52 projects to enhance 32 parks, playgrounds, picnic areas and recreation sites throughout suburban Hennepin County. This year's projects included resurfacing trails, constructing retaining walls and staircases, installing concrete picnic table pads and trash receptacles, and landscaping.

In addition to the outdoor work crews, TCTT employed 100 youth with physical and mental disabilities through the Vocational Outreach Services (VOS) program. Working at 31 scattered sites, these youth performed a wide range of duties for employers such as the American Cancer Society, Hennepin Parks Headquarters, and North Memorial Hospital. Some of the students participated in the ATTAIN program, using computers to complete data entry jobs, design websites and convert children's stories from book to computer format for use as talking story disks.

Outcomes at a Glance

Area Served: Hennepin County (excl. Minneapolis), all of Carver County and Scott Counties

Number of Youth Served
JTPA Title IIB 498
MYP 460

Returned to School
JTPA Title IIB 441
MYP 359

Youth With a Disability
JTPA Title IIB 376
MYP 279

Juvenile Offenders
JTPA Title IIB 34
MYP 38

This year TCTT enhanced its program services by purchasing 23 Apple E-mate computers with a grant from the Donaldson Corporation. The laptop computers allowed onsite computer use by the work crews. Tree Trust assembled a special team (Team Tech) to take the computers to the crews. Tree Trust participants:

- used the E-mates' spreadsheet capability to itemize and calculate project costs, record their earnings, and set earnings and savings goals for future weeks;
- used graphics software to draw a layout of their projects;
- used a word processing program to write a letter to the community about themselves and the projects they were working on; and
- used a digital camera to record their project outcomes for their summer portfolio of projects and computer experience.

TCTT managed their group sites to offer the youth an "asset based" developmental experience that

provided a supportive environment, experience in service learning, clear boundaries and expectations of acceptable behavior and interaction with others, an environment that builds positive values and social competencies, and opportunities to develop a positive identity from completing projects.

Scott County employed fifty youth in jobs throughout the county. Youth worked in schools, libraries, activity centers, parks and museums as custodial aides, librarian aides, clerk assistants, maintenance workers and construction workers. Working with Twin Cities Tree Trust, ten youth helped to restore storm-damaged parks in Prior Lake. Twelve youth worked in the construction trade to remodel a family center in Chaska.

Participants in **Carver County's** program came away with the general view that their summer experience was positive. Participants felt they had learned skills that they could take with them and gained a sense of responsibility. Some commented that the program was a nice way to "try out a job" and increase their ability to earn and save money. Carver County youth worked as custodians at area school districts, a recreation assistant in a nursing home, book shelver, farm helper, and garden teacher assistant in the local Extension office.

Comments from **Carver County** participants included:

- "I enjoyed working on such a large team where almost everybody worked hard and was helpful."
- "I really didn't like weeding the vegetable garden, but once we actually took the vegies to the food shelf it was neat to see that there are people who really need it."
- "The things I had to do sometimes got boring, but you really can see how it makes a difference."
- "It gave me a chance to see what work is all about. Even if I don't want to clean, I know about teamwork and being on time and doing a good job."

Academic Enrichment

Hennepin County partnered with Intermediate School District #287 to provide academic enrichment for Summer Youth Program participants through the Learn and Earn Academic Credit Program (LEAP). Fifty-eight students enrolled in LEAP and all of them earned academic credit for their experience. The academic enrichment component operated four days a week for five weeks. The LEAP curriculum is based on applied academics, in which participants learn subject matter and related skills in context by applying them in various occupations.

Students were placed in one of five vocational options based on an Individual Service Strategy determined by academic, aptitude and interest tests, eligibility guidelines and an interview process. The occupational fields included transportation technology, health care, construction and horticulture. Culinary arts and carpentry formed the base for the fifth option, a pilot test of the Minnesota Basic Skills Standards Preparation Class for Mathematics. Students in this group appreciated the opportunity to explore two separate career clusters.

Special activities at LEAP focused on making safe decisions regarding drugs, drinking and driving and included speakers and demonstrations from MADD, Commitment Pledge Day, Velocity and Impact activities, and presentations by an ENCARE nurse from Hennepin County Medical Center and Trooper Dave from the Minnesota State Highway Patrol.

Scott County provided enrichment through the Carver-Scott Educational Cooperative at worksites throughout the county. Teachers worked with junior high-age students needing help with basic skills and older students needing history and elective credits.

Carver County did not have an academic enrichment component. However, the Youthbuild project participants earned ten quarter credits or eight semester credits in English, math, social sciences and electives through classroom introduction to the construction trade and hands-on learning.

Linkages with Youth-Serving Agencies

Hennepin County is the fiscal agent of the Suburban Hennepin School-to-Work Partnership, which includes thirteen school districts and over 128,000 learners. Through its role in this program, the county is becoming more familiar with the educational process so that it may employ a comprehensive approach to its youth programs and employment and training options.

Carver County youth who worked on the farm liked the idea of giving the vegetables to the CAP Agency's food shelf. One commented, "I guess all the weeding was worth knowing that someone else needs the food." In addition, the Carver-Scott Educational Cooperative's Youthbuild program provided services to the local Community Action Program (CAP) Agency. They painted two transitional homes for battered women, converted the Shakopee elementary school into a family center, and did some landscaping for the East Creek Family Center.

Private Sector Initiatives

Carver County offered a job seeking and job retention skills workshop to youth ages 16 to 21. The components of the workshop included career assessment, how to find job leads, completing applications, interviewing skills, current job openings in the community and how to keep a job. One participant obtained part-time employment and two remained employed full-time.

Crime Prevention Strategies

Hennepin County employed one crew of youth offenders, County Home School residents. These youth performed the same park enhancement work performed by the other group site work crews. The youth offenders' earnings, a total of $6,990, were deposited into restitution accounts payable to the victims of their crimes.

Carver County had eight young offenders among its 1999 summer program participants. Seven completed the program and did not engage in any delinquent activities.

City Of Minneapolis

The community plays a very special role in the Minneapolis Summer Youth Employment and Training Program (SYETP). A rich history of efforts to provide youth with a good foundation for the responsibilities of adulthood exists and is complemented by various resources that include JTPA, MYP and CDBG funds. These sources, along with private sector contributions, provided for a broad array of learning-rich summer experiences for a total of 916 Minneapolis youth.

MDES once again provided intake, assessment, eligibility and monitoring services while Loring Nicollet Bethlehem Community Center provided services to meet the academic enrichment goals of the program.

A newly formed Youth Evaluation Team comprised of summer youth participants enabled program staff to see the SYETP through the eyes of those who matter most. Learned outcomes will be considered during planning and implementation of future programs. Additionally, SYETP agencies were surveyed at the close of the summer to elicit their feedback in hopes of building an even stronger program.

Outcomes at a Glance

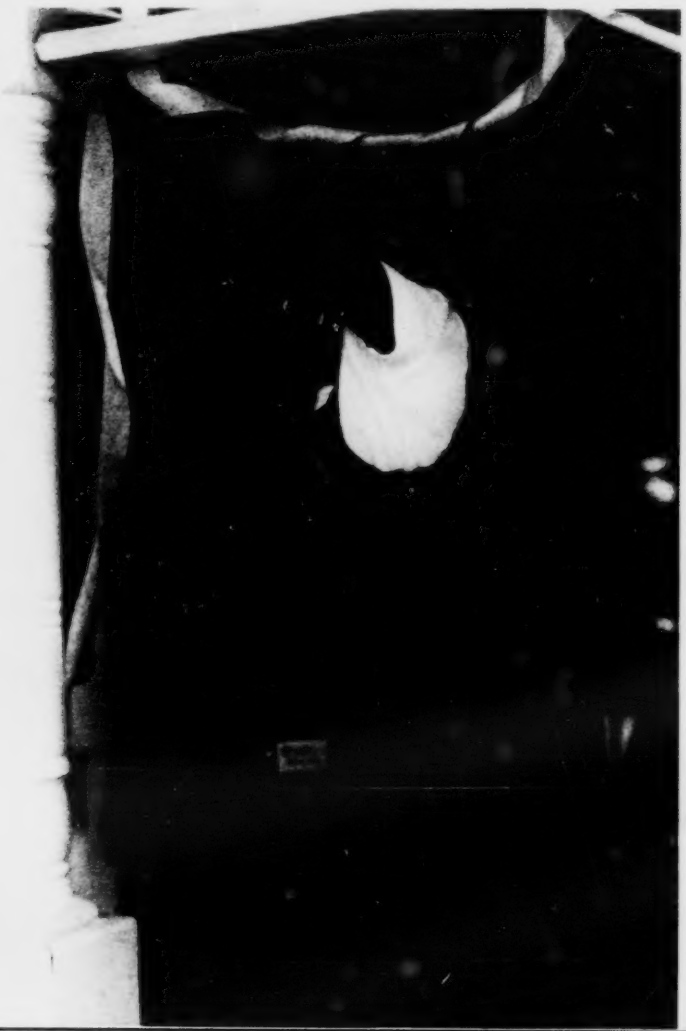
Area Served: City of Minneapolis

Number of Youth Served
JTPA Title IIB 464
MYP 166

Youth Retaining/Enhancing Basic Skills
JTPA Title IIB 398
MYP 148

Youth Returning to School
JTPA Title IIB 464
MYP 166

Youth With A Disability
JTPA Title IIB 172
MYP 25



Academic Enrichment

As the entity providing academic enrichment activities to the SYETP, Loring Nicollet Bethlehem Community Center enhanced the development of 308 youth by operating three learning centers and organizing nine facilitated learning sites. At facilitated learning sites, teachers teamed with work site supervisors and 90 youth participants to create activities that wove SCANS foundation skills into the workplace.

SCANS skills were also a part of the Center for Learning Academic and Survival Skills (CLASS) and were evaluated bi-weekly when supervisors completed individual youth time sheets and evaluation reports. New learning activities were developed this year for returning youth and then evaluated by the learning facilitators and youth. **By summer's end 64 CLASS attendees had also successfully earned one high school academic credit.**

Once again, youth received pre and post math and reading tests so that progress

could be measured as maintaining or increasing skills as they relate to the Minnesota Basic Standards. Eighty-four percent of those youth tested maintained or increased their skill level in one or both of these areas.

In addition, the youth and supervisors of all outdoor facilitated learning sites received first aid and safety training. Also, the Job Description Hotline was available for agencies seeking assistance with developing learning-rich job descriptions.

School and work-based learning opportunities were provided for 164 students of the Minneapolis Public Schools Special Education program. On-site teachers and job coaches guided special needs youth through a summer job experience that allowed them to understand the connection between education and work. Vocational Outreach Services of the Hennepin Technical Center also coordinated opportunities for 20 hearing and visually impaired students this summer.

Connecting Activities

Minneapolis' Business Partner program was in full swing with 188 youth participating this summer. Mentors from 14 private sector companies contributed their time and expertise so that Minneapolis youth might benefit from their professional experience. These same business partners hosted job shadowing time, attended social functions and maintained weekly phone contact with their youth partner, and also participated in a summer's end celebration. The unique experiences created because of these two-way relationships are mutually rewarding and, statistically speaking, prove to give youth a better chance of being employable.

The city also continued its 25-year partnership with YouthCARE/Camp Sunrise in 1999. Many varied enrichment opportunities existed for those Minneapolis youth who worked at or attended camp. Activities included career and post-secondary exploration, community service work, field trips, counseling workshops and CPR and First Aid training. The outdoor work, leadership development, multicultural living and outdoor and environmental education experience provided for a comprehensive approach to facilitated learning.

Youth Serving Agency Linkages

At African American Family Services, youth were given the opportunity to become peer leaders by receiving training in alcohol, tobacco and drug use prevention, culture and history, teen pregnancy and HIV/AIDS prevention. Participation in neighborhood festivals gave youth the opportunity to gain public speaking experience and to practice and use their newly learned skills.

Summer youth employed with the Minneapolis Coordinating Board informed Minneapolis youth about positive youth programs and activities by fielding calls from the What's Up Youth Info Line. What's Up youth workers were able to help market the line, map Minneapolis neighborhoods block by block for possible youth activities, and participate in peer training sessions throughout the summer.

Another project worth highlighting is the Minnesota American Indian AIDS Task Force program that assists youth in building basic foundation

skills for future employment by providing the opportunity of peer education training. Throughout the summer, youth perfect their communication and mediation skills and then pass on preventive lessons to others.

Private Sector Initiatives

In 1999, the City of Minneapolis' SYETP continued to build upon the existing School-to-Career pathway programs that are offered year-round in Minneapolis high schools. By teaching pre-employment and work maturity skills the programs assist youth in becoming work ready. Youth can then take advantage of summer internships that are partially funded through private sector contributions and that relate directly to their studies in school. The SYETP, Minneapolis Public Schools, and community partners work together to provide work sites that meet standards of a positive learning environment. A total of 45 youth found employment with 20 carefully matched employers who provided $28,000 in wage match.

Youth from Edison High School Cosmetology and Graphics magnets, Roosevelt High School Medical magnet, Washburn High School Aerospace and Engineering and Travel and Tourism magnets, and North Community High Schools, along with KBEM Radio, participated in summer internships. Private sector partners included Abbott Northwestern Hospital, the Veterans Administration Hospital, Air National Guard, Great Clips, and the Federal Aviation Administration.

The Minneapolis Public Works Department and Honeywell's New Vistas School program provided 100 percent of the wages for ten youth. Mayor Sharon Sayles-Belton aided recruitment of private sector support by sending 3,600 letters requesting help in preparing today's youth for tomorrow's workforce.

Crime Prevention Strategies

The SYETP provides youth with a sense of accomplishment and an income, along with hope for future employment and a reason to continue their education. Summer work sites provide a supportive environment in which youth may feel a sense of pride because of their involvement in their neighborhood. The chance that they might offend in the same neighborhood decreases because of their contribution to it.

Another positive side effect is the recognition of the youth by adults in the neighborhood. Adults have the opportunity to see how youth do contribute. One good example of this effect is the Citation Savers Program. Youth worked in their communities addressing the environmental effects of rubbish, trash and weeds in alleys and vacant property. In just ten weeks 24 youth picked up 85 tons of yard waste and five tons of construction material.

Along with the long-term effects of participatory behavior, is the more obvious positive short-term benefit of intervention that naturally occurs when youth are gainfully occupied. Community-level crime prevention strategies are strengthened because of the trained and caring adults who work alongside our youth. In addition, because the agencies and the SYETP share similar hopes for youth development, the strong relationships that exist between them add greatly to the level of success experienced in the area of youth crime prevention.

City Of Saint Paul Workforce Development Council

The City of Saint Paul, Department of Planning and Economic Development and the Saint Paul Workforce Development Council, Inc., SDA #11, successfully provided work experience, academic enrichment, job opportunities, and work readiness training for 931 youth through the public and private sectors of the 1999 Summer Youth Employment and Training Program (SYETP). The public program offered work experiences and academic enrichment for 542 youth. The private sector initiative provided job opportunities for 157 youth. These 157 youth and another 232 youth also participated in work readiness experiences. Other services included acculturation programs and crime prevention and intervention strategies. Special needs populations such as Hmong, Native American, disabled, and adjudicated youth were also targeted for related employment and educational programs.

Outcomes at a Glance

Area Served: City of Saint Paul

Number of Youth Served

JTPA Title IIB	184
MYP	256
CDBG	102

Youth Returned to School

JTPA Title IIB	184
MYP	256
CDBG	102

Youth Retaining/Enhancing Basic Skills

JTPA Title IIB	184
MYP	256
CDBG	102

Juvenile Offenders

JTPA Title IIB	4
MYP	10
CDBG	23

Youth With a Disability

JTPA Title IIB	123
MYP	19
CDBG	14

Program Highlights

The ninth annual Capital City Youth Day was held on the State Capitol grounds at the end of the summer to recognize the contributions and achievements of youth participants. Several dignitaries and local school officials were invited to attend to show their appreciation and support. The SDA continued its operation of the Youth Advisory Committee established to encourage youth participation in program planning, development and evaluation. The Workforce Council Youth Committee (soon to be the Youth Council) developed a five-year strategic plan which will be integrated into the overall Workforce Investment Act (WIA) strategy designed by the SDA. Over 2,000 youth attended a city-wide Youth Expo (career fair) coordinated by a community-wide collaboration involving the Mayor's Office, Saint Paul Public Schools, Saint Paul Area Chamber of Commerce, the Saint Paul Workforce Development Council and local community-based organizations. Finally, SYEP and MYP dollars were leveraged by local Community Development Block Grant (CDBG) funds as well as private sector contributions.

Work Experience/Work-Based Learning

All work experience placements emphasized work-based learning. Notable examples included the Students with Disabilities Project, Boys Totem Town and the Wah-bun Native American Youth Employment Project. Participants also served as peer tutors and job coaches for students in need of remediation and special education.

Academic Enrichment

The 1999 Summer Youth Employment Program provided academic enrichment to 190 youth. Resources from the City of Saint Paul, Saint Paul Public Schools, the MN Department of Economic Security's Division of Rehabilitation Services, Ramsey County Corrections, and several community-based organizations were leveraged to impact the optimum number of participants. Basic skills classes addressed competency requirements while enrichment experiences were offered through collaboration with the Ramsey County Bar Association, St. Paul Public Housing Authority, Science Museum of Minnesota, Hmong Minnesota Pacific Association, YouthCare, Chicano-Latino Employment Opportunities, Trusting Neighbors, Wah-bun, Wilder Foundation,

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and the Youth Service Coordinating Institute. Specialized educational services were coupled with work experience for youth with disabilities in partnership with Saint Paul Public Schools, the Saint Paul Rehabilitation Center and the MN Department of Economic Security's Division of Rehabilitation Services. The Saint Paul Public Schools Area Learning Center provided instructional staff to conduct remedial classes at Central and Arlington High Schools as part of Saint Paul Public Schools Summer School. The District also provided staff and support services for students with disabilities and an on-site work/learning project at Boys Totem Town, a residential correctional facility.

Workshops and field trips were offered in collaboration with several community-based organizations. Topics included pre-employment and work maturity skills, post-secondary options, team-building and leadership skills, cultural awareness and motivational training. Highlights included a Youth Summit on Cultural Diversity held at Camp Sunrise and an honoring ceremony for participants of the Wah-bun Native American Project.

Linkages with Youth-Serving Agencies

The City of Saint Paul, in contract with the Saint Paul Public School's Center for Employment and Training, collaborated with over 150 community-based agencies to provide work experiences for 542 participants funded through the Summer Youth Employment and Training Program. All of these agencies provided staff time and resources to enhance the experience of each participant, however the following youth-serving agencies have coordinated services and leveraged resources to enable the program and projects to reach more youth:

- Saint Paul Public Schools
- Ramsey County Community Corrections
- Minnesota Department of Economic Security/Division of Rehabilitation Services

In addition, over fifteen local collaborative projects within the subsidized component fostered partnerships within the community. These include:

- A Community Outreach Program (ACOP)
- Boys Totem Town
- Chicano-Latino Employment Opportunities (CLEO)
- Common Bond Communities (Torre de San Miguel)
- Goodwill/Easter Seal and Target Stores
- Hmong Minnesota Pacific Association (HMPA)
- Public Housing Agency (PHA)
- Ramsey County Bar Association (Urban Initiatives)
- Saint Paul Rehabilitation Center
- Students with Disabilities Project
- Twin City Tree Trust
- Wah-bun Native American Project
- YouthCARE
- Youth Express Bike Shop
- Youth Service Coordinating Institute (Public Achievement Team)

Private Sector Initiatives

For its fifth summer the City of Saint Paul operated *YES! Saint Paul* (Youth Employment Services), the private sector component of the Summer Youth Employment Program. As in previous years, the collaborative nature of the partnership among the City of Saint Paul, Saint Paul Workforce Development Council, Inc., Saint Paul Public Schools, the State of Minnesota, local community agencies and private industry was instrumental in the success of the program. *YES! Saint Paul* served over 389 youth through work readiness workshops, job fairs, and other events. The program achieved 157 placements, mostly of youth ages fourteen to sixteen, through

the private sector initiative. Child Labor Law restrictions make it a continuing challenge to serve younger youth through the private sector. The SDA continues to wean youth from the public program and ease them into private sector employment. Most subsidized slots were reserved for eligible youth in their first job at ages 14 to 15 and those with special needs that make private sector placement is more difficult. Over time, through the subsidized program, the youth develop work maturity and job readiness skills that prepare them to enter the general workforce.

The SDA's partnership with Valleyfair Amusement Park and Ryder Student Transportation Services continued for a third season. This special project provided bus service to Valleyfair jobs for nearly 45 youth at little cost to them. Several youth returned to this project for their third year of employment.

A new component this year provided intensive work readiness training for students. Employers spoke with students about career and employment options, higher education goals and general workplace expectations. Students also developed skills in oral presentations, writing, research, team-building, and problem-solving.

Supporters who provided supplemental funding for this program include the City of Saint Paul Department of Planning and Economic Development, Saint Paul Workforce Development Council, Inc., 3M Company, Valleyfair Amusement Park and Ryder Student Transportation Services, Inc., among others. Without the support of these organizations, 389 local youth would not have learned work readiness skills or secured summer employment.

Direct contributions from the private sector to this initiative totaled $24,171. In-kind donations in the form of training hours (100+) amounted to much more. In addition to earning their own income, the young adults involved in the program gained valuable work readiness skills and experience for their futures as responsible adult citizens, consumers and taxpayers in their community - all in all, once again, a good return on investment.

Crime Prevention Strategies

In general, all youth job programs are strategic in providing positive and productive activity and aid in the development of good habits and citizenship. Specifically, the 1999 SYETP program provided work experience and academic enrichment activities to 25 juvenile offenders who were committed to the Boys Totem Town residential and correctional program. The opportunity to earn wages which the participant uses, of his own volition, to pay restitution to his victim is a key component of the overall program. SDA #11 has been actively involved in providing SYETP services to the Boys Totem Town program for eighteen years. The Boys Totem Town Project continues to be an important element of overall programmatic activity funded through SYETP.

Youth Evaluation Team

SYETP participants were given the opportunity to evaluate the program and services as a part of the Center for Employment and Training overall evaluation. Feedback from participants was overwhelmingly positive.

Anoka County Workforce Council

Work Experience/Work-Based Learning

The Summer Youth Program placed youth workers at 87 group and individual public work sites in 1999. Evaluations from previous years and various assessments were used to determine the best possible sites for participants to learn job skills. Youth worked at a variety of jobs, including recreation aides, teachers assistants, park workers, landscape construction crew members, school maintenance workers, child care workers, library aides, office and clerical workers and camp counselors.

The supervisors at the work sites received individual orientations to the program. The quality of the supervision is the key to many summer work placements; if the site supervisors understand that they are giving leadership and support to a young worker in return for the work performed, the placement is a success. The summer staff continually stressed the need for consistent direction and the building of a positive relationship between workers and their supervisors. The use of an evaluation system stressing SCANS-based skills gave supervisors and workers a means to discuss accomplishments at the work site.

A number youth returned to the program for their second or third year. It was very encouraging to see the growth and maturity they displayed. In some cases these employees were able to move into leadership roles or achieve a level of performance that is normally only seen in mature workers.

Outcomes at a Glance

Area Served: Anoka County

Number of Youth Served
JTPA Title IIB 152
MYP 186

Youth Returned to School
JTPA Title IIB 151
MYP 185

Youth Retaining/Enhancing Basic Skills
JTPA Title IIB 106
MYP 140

Youth Receiving Academic Credit
JTPA Title IIB/MYP 181

Youth With a Disability
JTPA Title IIB 127
MYP 135

Juvenile Offenders
JTPA Title IIB 12
MYP 21

Academic Enrichment

During the recruitment for summer participants the academic enrichment element of the program was emphasized and schools were encouraged to refer students that needed extra help to succeed. School staff (usually a guidance counselor) may recommend academic enrichment for a student during the referral process. In the past year, a number of students who were referred had not passed the basic skills graduation standards tests. Academic enrichment for these students stressed the necessary basic skill areas and students were referred to summer testing when they were ready.

Three sites hosted classroom academic instruction: Crossroads School in Coon Rapids, St. Francis High School and Centennial High School. Most of the instructors had taught with the program during previous summers. The class sizes were kept small–between ten and fifteen students–and participants received a great deal of individual help and positive support.

One hundred thirteen students, or more than 60 percent of the program participants, started the academic enrichment classes. One hundred two students earned bonuses ranging from $75 to $200 for their effort, attendance and progress. Those who completed 50 or more hours of class will be awarded academic credit through their school district. Pre- and post-test score differences showed a small positive average improvement of 0.23 of a grade for math and 0.1 of a grade for reading.

Enrichment activities also occurred at work sites. A number of workers used applied math to figure out construction problems. At the Tree Trust group sites, participants had the opportunity to work on laptop computers with help from a mobile instructor. Many workers had jobs in which they were able to learn through hands-on practical application of skills.

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Linkages With Youth-Serving Agencies

The entire Anoka County Summer Youth Program is a collaboration of local organizations that work together to serve low income and at risk youth with summer education, employment and training activities. All of the school districts, county departments (corrections, social services) and foster homes play a major role in recruiting and referring youth to the program. The cities, the local YMCA, the schools, county departments and many other local agencies provide supervised public work sites.

Anoka-Hennepin Schools provided transportation and job coaches for 17 transition students at public work sites developed throughout the community. Title IIB and MYP funding was used for workers' compensation and part time wages. The program contracted with Twin Cities Tree Trust to operate two crew sites with the county parks and one with the City of Coon Rapids. Two Anoka County special needs students spent part of the summer at the State Academy for the Blinds' Life Program in collaboration with the Anoka Program.

Private Sector Initiatives

The Outstanding Worker Awards are made possible with donations from local businesses. Supervisors nominate youth that are doing an exceptional job. The awards consisted of merchandise or gift certificates from local businesses, as well as an Outstanding Worker Certificate. WorkForce Center partner, Job Service, helped to place non-eligible youth. Most of the summer applicants were 14 and 15 years old and private sector placement is more difficult for this age group. Because of the job market in our area, older youth who want to work can go directly to employers and find jobs quite readily.

Crime Prevention Strategies

Recruitment of youth for the Anoka County Summer Program concentrates on the most at risk youth in the county. Following through with the enrollment process can be difficult with this population. A summer job sounds good initially, but many factors play a part in the lives of these young people. If contact can be maintained and youth are connected with an adult who supports their participation, the summer program can have some influence. Just keeping a teenager busy during the summer months can be a deterrent to getting involved in illegal activities.

The outreach efforts include juvenile corrections through the juvenile center and probation officers, social workers and foster homes that serve offenders. Forty-five applications were received from youth identifying themselves as offenders.

Youth Evaluation Team Responses

The following are responses that were given by the youth asked to evaluate the 1999 Anoka Summer Program.

- Attitude Changes:

Parents are proud; Liked working with others on the job; Able to get up and be on time, always late before; Liked school program; No change with family; Now thinking about what I'd like to do; Able to pay money back to those I owe; Less fighting; Paychecks are helping; Sister is jealous

- Field Trips:

Picnic was fun; Enjoyed cooking; Cornelius was good because of pop; Bus rides too long; Learned a lot at Como; They were educational; Enjoyed nature center; Liked shopping for the picnic; Liked them, no changes; Let kids choose field trips.

- Skills Developed:

Responsibility; Getting the job done even when you do not like it; Respect for supervisor; To keep public places clean; Names of tools and how to use them; Measuring; Work with a wide variety of people; Getting

things level; To try my best; How to care for children and what they like to do; How to stay on task; Cleaning; Patience, flexibility and adaptability; Promptness; Getting up on time; Learned filing system; How to wash windows; Learned telephone etiquette; Learned self motivation; Carpentry skills

- Importance of Earning Academic Credit

It will help me get through school; Very important; Money was more important; Was going for the money; Important to pass high school; I want to graduate; Not too important, get other credits

- Spending money on

School clothes, Saving for spending during school; Computer; Stereo; CDs; jewelry; posters; Saving for a car; School supplies; Saving most; Present for Mom; Bikes; Paying back Mom; Pager; A four-wheeler; Saving account; Gameboy and games; Food; Groceries; Nothing really because pay is too little; Books; Saving all of it; Saving for a video camera; Electronic equipment

- Impact on the community

Yes, because of building something; Cleaning the school so its ready for kids this fall; Keeping the filing system for billing; Providing a place for them to have fun; Now campers can have a place to gather for talks, concerts etc.; Kind of getting school ready; Provide an older friend a good role model; None; By making the building a better place to come to; Helping get things done with kids.

- Good Program

Yes it's a good program; great opportunity for a 14 year old; Wasn't as fun as I thought; Easy way to get a job; No improvement needed- all good; Having a job; The school was good; It was fun; I like being paid; Working; I liked the job experience; Something to do; It's ok; Easier than most jobs; Gives you an idea of how the world works; Kids can do stuff so they don't get in trouble

- Improve Program

Increase pay; Better pay; Longer hours; Get more jobs; More field trips; No improvements; Higher salary; Let junior camp counselors get Y passes too; Pretty good as is

- What you would be doing if you were not in the program

Sitting at home doing nothing; Bored; Spent more time with friends; Watching TV; Computer; On the phone; Camping, fishing; Getting in trouble at home; Sleeping; Another job; Babysitting; It could be worse; I could be bored; Very boring; Hanging out with friends; I would be drawing; Doing house work; Playing outside; Playing sports; Going swimming; Playing at Grandma's; Fighting with my sister; Watching soap operas; Riding bikes around with friends;

Dakota County Workforce Council

Work Experience/Work-Based Learning

Youth Service Corps

Nearly 125 youth worked in the Youth Service Corps Program. The youth formed work crews of eight members each. The 40-hour work week was split between two groups of workers so that each crew leader worked with two crews. The strategy doubled the number of 14 and 15 year olds the program could serve and also provided participants time to enjoy traditional summer activities on their days off. Crew leaders received a week of pre-program training that concentrated on technical and field skills and team dynamics. Youth began their training with a full day of orientation; their hands-on experience constructing community improvement projects began on day two.

Outcomes at a Glance

Area Served: Dakota County

Number of Youth Served
JTPA Title IIB 145
MYP 266

Youth With a Disability
JTPA Title IIB 125
MYP 140

Juvenile Offender
JTPA Title IIB 7
MYP 77

Through strong local collaboration between agencies, host sites provided truly meaningful and constructive projects for the crews. The sites supplied all the materials needed for project completion. This commitment of thousands of scarce capital investment dollars to the Service Corps program shows confidence in the youth crews' ability to do the job and do it right, confidence that is reinforced by each crew leader and each crew. Youth display a strong sense of ownership and pride in their projects at mid-summer open houses hosted by the crews for their families to see the projects and meet the crew leaders.

Crews completed a total of 27 park improvement projects at two county parks, five municipalities, and two non-profit mature centers in Dakota County. In addition to landscaping, maintaining trails and planting trees, crews constructed timber retaining walls, limestone walking paths, handicap access ramps, volleyball courts, planter boxes, decks and bridges. Eager participants, dedicated staff, and fantastic cooperation from host sites overcame weather conditions that threatened to detract from a very successful summer.

Individual Site Placement

Dakota County placed nearly 100 youth with 21 individual service agencies throughout the county at positions ranging from clerical work with county agencies to

health service aides with community based organizations. Students worked an average of 20 hours per week for the ten week program under the supervision of host agency staff. Program staff provided additional job coaching to many participants, enabling low skilled workers to achieve a positive first work experience.

Project-Based Enrichment

Team Tech

Utilizing a grant from the Donaldson Foundation, the Twin Cities Tree Trust Team Tech program exposed crew participants to mobile computer labs. Team Tech instructors visited crew work sites a minimum of five times during the summer, using laptops to help youth explore the possibilities of computers. Participants followed a set curriculum centered around their work site and their paycheck. They used the computers to make drawings of their site and project, write letters to the community introducing themselves and what they were doing in the neighborhood park, create spreadsheets on the material costs of the projects, and manage their summer earnings and savings goals. At the end of program awards ceremony, youth received a portfolio of the work they had performed on the computer, topped off by a color photo of their crew and a sample of their summer project accomplishments.

SkillShops

In addition to Team Tech, the summer program offered youth another work site based, hands-on learning opportunity through the SkillShops curriculum. SkillShops has grown more successful as refinements have adapted it to fit our targeted population. This SCANS based curriculum is composed of modular components that work ideally in the typical crew setting and are teachable by the typical crew leader. The modules are appropriate for students with a wide variety of skill levels and challenges. The application of SkillShops has proven very successful. The exercises enabled supervisors to reinforce their daily SCANS work through a different format. Supervisors tracked students' progress in acquiring the SCANS skills using an Individual Service Strategy (ISS) form three times during the summer.

Crime Prevention Strategies

Coordination with Dakota County Community Corrections has resulted in three different partnerships that offer juvenile offenders work experience and a chance to pay restitution: a "Re-Pay Crew" consisting of young men owing victims restitution, a Teen Turnaround crew composed of young female offenders, and an evening project offering work experience to offenders ordered to short term service. The program also began a pilot project with Dakota County Social Services to offer court ordered work experience to truant students.

Evaluation and Follow-Up

Post program surveys were mailed to parents and youth participants and are used as an indication of program success and areas of improvement. Responses are summarized below.

Parents:

Very satisfied with student's program experience	83%
Somewhat satisfied with student's program experience	14%
	97%

Would like son/daughter to work with program again 79%

Observed improvements in student's:

Work ethic	77%
Attitude towards employment	84%
Personal responsibility	79%
Confidence in himself/herself	87%

Youth:

Developed the following skills/benefits from the experience:

Learned to work with others	95%
Developed pride in self	89%
Developed pride in community	84%
Learned important job skills	98%
Learned to take responsibility for own actions	96%

Youth comments:

It's great to know there's still someone out there who cares. Not only that but people who have faith in teens like us to let us actually build the things we did. It must take a lot of planning and decision before you even thought of ever letting us do it. If it was my parents' decision they would never let me do it cause I usually mess up things . . . . Pa Houa

I learned that I could do anything if I try and put forth an effort, work hard. Stacy

I learned how to keep a job and be responsible. Jordan

I learned how to landscape. That it is important to make things level. I liked working with the other kids and knowing that I wasn't responsible for the whole job, we all were. Chad

Great summer, learned a lot, gave me confidence. Zachary

It was a good way to earn money and a skill that may help me later in life. It was fun. Steve

Ramsey County Workforce Council

Outcomes at a Glance

Area Served: Ramsey County, except the City of St. Paul

Number of Youth Served
JTPA Title IIB 60
MYP 65

Youth Receiving Academic Credit
JTPA Title IIB/MYP 52

Youth With a Disability
JTPA Title IIB 49
MYP 51

Juvenile Offender
JTPA Title IIB 5
MYP 6

Work Experience/Work-Based Learning

Sixty youth worked at crew and individual work sites. Job duties ranged from building hockey rinks and landscaping to working in settings such as libraries, child care centers, schools, nature centers, city hall, museums or nursing homes. Discussions on work habits, sexual harassment and workplace violence, crime prevention, personal finances and safety took place during weekly Labor Market Information (LMI) sessions. Students were also introduced to SCANS skills by working on SCANS evaluations. A SCANS skills competency form listing the skill areas was provided to the youth who then, with some assistance from their supervisors, identified related job duties.

Academic Enrichment (Classroom or Project-Based Learning Methods)

Academic enrichment took place at the crew work sites where teachers lead crew members through math, writing and reading exercises that related to their work duties, such as measuring boards and scheduling work duties for a construction project. Crew leaders reinforced the basic skills activities throughout the workday. Other lessons relating to daily living skills, such as map reading and personal finances, were also taught. Fifty-two participants received academic credit for their participation in the program.

Linkages with Youth-Serving Agencies/Crime Prevention Strategies

A speaker from a local youth-serving agency presented information to youth during one of their Labor Market Information sessions on at-risk behaviors. The presentation emphasized the long-term consequences of at-risk behaviors such as theft and vandalism and the negative impact they can have on various aspects of the youth's future.

How have your attitudes about school, community, family and/or work changed since being in the summer youth program?

Staff observed a marked improvement in youths' ability to work with others and appreciate and understand the differences in others. A great comment from one youth who now has a healthier respect for the concept of work: "I thought it was going to be an easy way to earn money. I was wrong."

What field trips did you take this summer?

Participants took one field trip to the Roseville Nature Center.

What skills did you develop this summer?

Youth reported that they had developed a variety of skills during the summer program, including many unexpected ones. "We developed the skills of waking up on time and working with others." "We were taught how to work with people we didn't necessarily like." "We learned to deal with problems we couldn't always fix." Some learned to work in and tolerate less than sunny weather and to watch their caffeine intake when doing precise painting projects. Others were taught technical skills such as how to develop a database, run reports and use hand tools.

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Was it important for youth to be able to earn academic credit over the summer?

Some youth talked about wanting to graduate early and realized that the extra credits earned during the summer program would help make this happen. Others hoped it would afford them the opportunity to get out of class earlier in the day during the school year to go to work in the afternoons.

What are youth spending their earnings on?

Spending money on clothes for school ranked high along with using money for recreational activities and interests such as CDs, computer games, roller blades, and play stations. A few students had bigger things in mind and were saving money for larger purchases, including bikes, computers and cars.

What impact did your work this summer have on the community?

Two of the summer crews built hockey rinks, one for a school district and the other for a city park. These rinks will benefit many students and community residents. Participants felt their impact on the community in unique ways. One stated, "It's cleaner now because we picked up after a parade and it looks nice because of our brick landscaping that we did." Another felt she impacted the community by saving as much paper as she could while working at her clerical job.

Do you think that this is a good program? (What did you like about the program?)

The money and the respect I got.
I liked the work and had fun.
They picked me up at my house and it was a good workout.
The experience.
I had fun meeting people.
We got paid.
I could earn some money and had fun.
It's a good way to look at future jobs.
I liked working indoors with friendly people.
I got to work with kids and go on field trips.
The thing I like most about the summer program is I earned my own money.
The job was close to my house.

How can this program be improved?

Although youth understand that the Summer Youth Employment Program is a stepping stone, part-time and temporary job, more money and more hours is still a commonly heard answer to this question. Other youth stated they would like more individual tutoring assistance on the basic skills component.

If you were not involved in the Summer Youth Employment and Training Program, what would you be doing this summer?

Several youth would have been at home doing nothing if they had not been involved in the summer program. Others stated that they would possibly have found other jobs if the employers would hire someone under 16 years of age. "I would probably have been watching cable TV. I couldn't have been rollerblading because I bought my blades with my summer job money."

Washington County Workforce Center

Work Experience/Work-Based Learning

Scattered-site placements provided work experience in a variety of positions including childcare aide, recreation aide, clerical aide, custodial aide, store greeter, theater ticket and concession sales, computer technician, cable t.v. programming aide, and parks worker. Youth earned $5.15 per hour. Some of the youth took advantage of the opportunity to earn their wage equivalent while attending summer school to prepare for graduation standards tests.

Project-related learning modules on Apple™ laptop computers provided an exciting new work-based learning opportunity for youth working on landscape construction crews with Twin Cities Tree Trust. At times, a few of the youth who had little or no prior computer experience found the modules a bit frustrating, but all of the youth showed remarkable enthusiasm and attentiveness during the lessons.

One of the youth returning to a position with a city government office was able to reinforce his college-level learning about networks and programming as a computer technician.

Outcomes at a Glance

Area Served: Washington County

Number of Youth Served
JTPA Title IIB 76
MYP 82

Youth Returned to School
JTPA Title IIB 75
MYP 81

Youth With a Disability
JTPA Title IIB 60
MYP 66

Juvenile Offenders
JTPA Title IIB 14
MYP 14

Academic Enrichment

Over half the youth served combined work with classroom or project-based learning. Those working with Twin Cities Tree Trust learned math skills in addition to the computer-based instruction. One visually impaired

youth attended transitional and independent living skills courses and summer academic classes. Other youth enrolled in classes to prepare them to re-take the graduation standards tests or participated in a week-long career exploration and job retention skills class.

Linkages With Youth-Serving Agencies

The SYETP collaborated with youth-serving agencies and schools to recruit youth. These relationships continue on a year-round basis, ensuring comprehensive services for at-risk youth.

Private Sector Initiatives

Five for-profit employers provided entry level work experience for six program participants. While JTPA/MYP funds paid the wages for four of the youth, employers paid the wages of two of the youth. Private sector employers made three additional requests for youth workers, but due to transportation limitations and youth interests and skills the requests could not be filled. The location of the SYETP in a Workforce Center provides easy access to many private sector postings and facilitates referrals when appropriate.

Crime Prevention Strategies

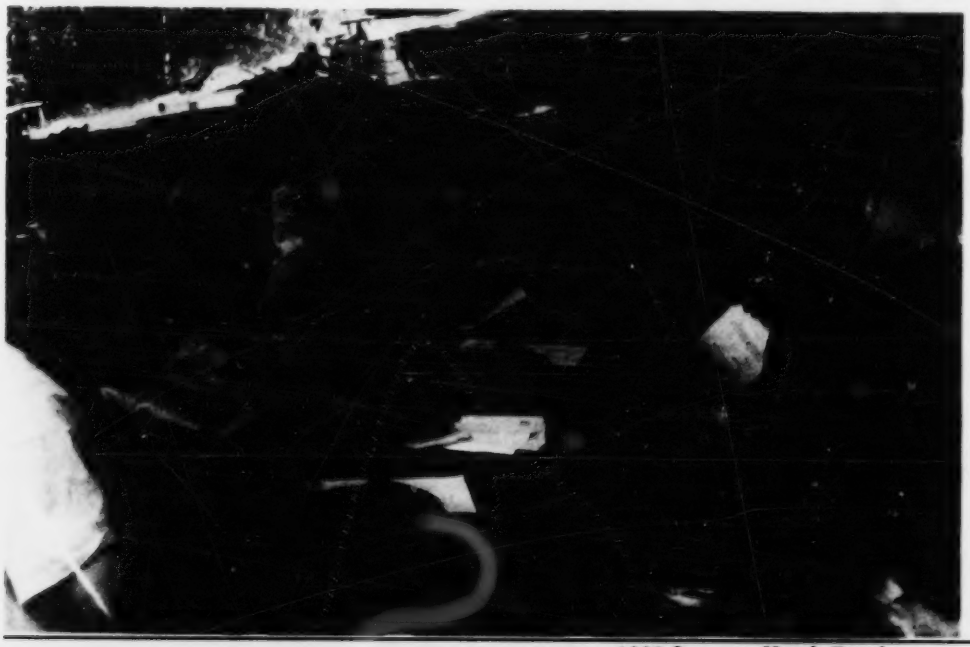
No specific programming targeted crime prevention. However, feedback from parents has told us that working and filling their time constructively has prevented some of the youth from getting in trouble.

Youth Responses

Surveys were mailed to youth at the end of the summer and verbal feedback was gathered during summer work site visits. Youth commented most often on the fact that they were earning money and able to buy things they might not otherwise get. Many bought music CD's, CD players, certain shoes or clothes. They also would have liked to earn more per hour. The youth working for Tree Trust were proud of the visual, tangible outcome of their work. They heard positive comments from people in the public spaces where the work was done and realized the impact their work has had on the community. Youth in childcare positions, some of whom get little positive regard in other areas of their lives, got a lot of positive feedback and interaction from the children. They enjoyed feeling they were making a difference in the lives of the children.

Academic credit did not seem to be a big motivator for most of the youth—they really just wanted a break from the classroom. The youth that attended the career exploration and job retention class this summer did so on an elective basis. The youth really liked the class because it was small and because it was offered in the middle, rather than the beginning, of the summer.

Youth said that if they hadn't been working they would have been at home or hanging out with friends.



Stearns-Benton County Workforce Council

The Summer Youth Program at Stearns-Benton Employment & Training Council was truly an integrated learning program.

Program Highlights:

Program highlights this year included Youth Service Teams, Alternative Education Programs, Career Exploration Day, and Youth Summer Job Fair.

A major change in the Youth Service Teams benefitted the program greatly this year. The Teams were run as alternative education programs in partnership with eleven school districts. Member schools agreed to compensate a licensed educator to supervise a work team while the SDA compensated the youth.

Fourteen Youth Service Teams operated this summer, providing youth with the opportunity to work together to complete various projects in their communities and, in the end, walk away with valuable skills and a new-found sense of community pride.

There were eight program components in the Youth Service Teams:

- SCANS Skills
- Academic Enrichment
- Reflections/Journaling
- Job Specific Community Service Skills
- Pre-Employment and Work Maturity Competencies
- Safety and Physical Conditioning
- Career Exploration
- Team Building

Outcomes at a Glance

Area Served: Stearns and Benton Counties

Number of Youth Served
JTPA Title IIB 107
MYP 119

Youth With a Disability
JTPA Title IIB 59
MYP 61

Juvenile Offender
JTPA Title IIB 11
MYP 16

Youth Retaining/Enhancing Basic Skills
JTPA Title IIB 67
MYP 71

Returned to School
JTPA Title IIB 87
MYP 94

Fundamental to workplace learning was the acquisition and application of the SCANS Foundation Skills and Workplace Competencies. The Workforce Development Council selected seventeen of these skills to receive primary focus. Crew leaders documented the level of attainment of these skills on a SCANS Skills Resume that youth received in their Skills Portfolio at the completion of the program.

The concepts of the Service Learning Wheel guided the development of the academic component of the Summer Program. While the curricular areas of mathematics and language arts received primary emphasis, the goal was to provide for a significant experience in each of the curricular areas of the Service Learning Wheel.

The program also sought to establish a connection between learning and the work experience. Academic enrichment was built in to each team's community projects; therefore, learning was ongoing throughout each workday. Youth also completed a minimum of three hours of structured academic enrichment each week, either on site or in a classroom setting.

A comparison of pre-test and post-test TABE scores for Youth Service Team members shows an average seven month gain in reading and three month gain in mathematics.

All work, community service and academic experiences included reflective components which encouraged participants to use higher order thinking skills and to make sense of and bring meaning to the learning experience. Students reflected both individually and as a group. On the last working day of the week each youth wrote a journal entry that summarized the youth's success with enhancing his or her work maturity and SCANS skills. Each team also set aside at least one hour per week to reflect as a group.

Each participant developed job specific community service skills, which were documented with a Job Specific Competency Certificate for his or her Skills Portfolio.

The development of **pre-employment and work maturity** skills was foundational to the program. A 95 percent standard in the six work maturity skills of attendance, punctuality, appearance, positive attitude and behavior, task completion and interpersonal relations has been determined by the Workforce Development Council as the industry standard to secure and retain a job in private sector. Youth who achieved a 95 percent competence in all six of these areas received a Work Maturity Skills certificate for their Skills Portfolio.

A strong emphasis was placed on safety and helping youth to understand the importance of safety from an employer's perspective. Youth who had an injury-free summer with no safety violations received a Safety Certificate for their Skills Portfolio. Each team performed physical conditioning exercises as necessary to prevent injuries and to prepare for job specific tasks.

Career exploration included MCIS, BRIDGES, CAPS/COPS/COPES, School-To-Work videos, and tours of industry and post-secondary institutions. A special Career Exploration Day allowed youth to explore first hand career clusters of interest. Youth also learned about informational interviewing, the opportunities of apprenticeships, diversity in the workplace, and non-traditional opportunities.

Ropes-on-the-Road, a half day experience at the beginning of the program, offered youth the opportunity to learn essential teamwork skills to ensure the success of their summer experience. Other teambuilding activities continued throughout the summer on a daily or weekly basis.

Youth Service Teams in Action:

Over the past six years, SBETC has sponsored 55 Youth Service Team projects. Community Teams were in action this summer in eleven communities: Sauk Rapids/Rice, Sartell/St. Stephen, Foley, Holdingford, Kimball, Rocori (Rockville/Cold Spring/Richmond), District 742 (St. Cloud Community Schools), Albany, Melrose, Sauk Centre, and Paynesville. Entrepreneurial Teams included the St. Cloud Bike Repair Team and the St. Cloud Municipal Pool Concession Team. The culmination of the summer for the Bike Repair Team was the Bike Sale, a much anticipated community event at which the team sold all of the more than fifty bikes they had refurbished. The year-round YouthWorks*AmeriCorps/ YouthBuild team was also busy learning critical skills and contributing to the community.

Linkages with Youth-Serving Agencies:

SBETC worked in close coordination with youth serving agencies both to recruit youth and to ensure retention. Strong linkages occurred with all schools and alternative education programs in our two county area. Linkages and partnerships also occurred with Social Services, Corrections, Public Health, United Way, Regional Initiative for Diversity Education, Catholic Charities, Multi-Cultural Task Force, St. Cloud Area Violence

Prevention, Minnesota Community Affairs, Central MN Task Force on Battered Women, Youth Summit and MN Alliance with Youth, Central MN Youth Partnership, Salvation Army, Girl Scouts, Boy Scouts, Big Brother-Big Sisters of Central MN, Boys and Girls Clubs, Park and Recreation Departments, and the Community Arts Center.

Private Sector Initiatives:

An estimated 400 youth and their parents from a four-county area attended the Young Adult Job Fair sponsored by Minnesota WorkForce Center-St. Cloud on April 13, 1999. Approximately 30 employers offered paid summer employment and accepted applications for more than 80 job titles. Eight organizations offering volunteer and service learning opportunities for youth as young as twelve years of age were present to discuss opportunities and to make referrals. Youth were also able to discuss training options with representatives of local post-secondary institutions and the military.

Seminars taught by College of St. Benedict and St. John's University students and Michelle Ostrom, Regional Labor Analyst, provided youth with critical labor market information, introduced computer-based career exploration software, and taught new skills for finding jobs online.

Crime Prevention Strategies:

An emphasis on violence prevention began with training provided by a specialist for all crew leaders during their week of orientation. The specialist then worked with each team to help youth develop new and critical skills in conflict resolution, anger management, and communication. He was called upon to work with the teams as needed throughout the summer in situations requiring intervention.

Recruiting high quality staff to work with small groups of youth in the team model was also a carefully planned and effective crime prevention strategy.

Youth Speak Out:

Youth on the program were asked to respond to key questions regarding program impact. They reported learning responsibility, working harder, keeping up on reading and math, gaining patience, increased respect for others, development of friendships, learning teamwork skills, improvement in attitudes about school, no longer taking community services for granted, wanting to be involved with their community, getting along better with their families, and positive changes in work attitudes.

They identified many new skills learned, including SCANS skills, responsibility, social skills, reasoning, work maturity skills, job specific skills, teamwork, time management, self management, communication, pre-employment skills, and problem solving.

All youth noted a contribution to the community and could identify specific, visible projects that would benefit their communities. Participants who completed the program agreed almost unanimously that it is a good program. Reasons cited included that it taught them about careers, gave them tools to find careers, taught them new ways of thinking, trained them to work with others, provided an opportunity to get experience before getting a job, helped them get comfortable in the workforce and assisted them in learning how to go from a school environment to a work environment. Had they not been in the program, youth stated they would have been spending time with friends, volunteering, working at home, participating in sports and recreation, sleeping and getting fat, doing nothing and probably causing trouble.

Suggested changes included: less learning and more working, more involvement with other teams, having all teams do one big project together, more money, working more weeks, more breaks, and more speakers.

Winona County Jobs and Training

In 1999, Winona County (SDA 18) collaborated with numerous nonprofit organizations to create 17 exceptional work sites, including a 19th century historic water mill, the Winona County Historical Society, the Winona County archives, and a large, nonprofit garden that gives all of the harvested vegetables to local churches and food shelves. One student learned sign making and silk-screen printing. Another worked with an autistic child, while another mentored a 15-year-old deaf student who was new to the school system. The 19 youth (12 males and 7 females) who participated in the program not only earned paychecks but also learned viable skills, began to learn about taking responsibility for themselves, and gave of themselves to the community.

Winona County also worked closely with the local school district and the State Correction Agents to aid youth working to pay restitution and earn school credits. This segment of the summer youth program began with five students. The three students who successfully completed the program have enrolled in school and have completed their restitution obligations. Two of them have remained at their jobs during the school year through the JTPA IIC Program. Both earned elective academic credits for their work.

Outcomes at a Glance

Area Served: Winona County

Number of Youth Served
JTPA Title IIB 12
MYP 9

Juvenile Offender
JTPA Title IIB 3
MYP 1

Youth With a Disability
JTPA Title IIB 9
MYP 3

Returned to School
JTPA Title IIB 12
MYP 9

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Residential Conservation Work Program For Hearing Impaired Youth

The Minnesota Department of Economic Security provided funding through the Minnesota Youth Program in cooperation with the Minnesota Department of Natural Resources to provide employment opportunities for 13 deaf or hard of hearing youth ages 15 through 18.

Funding from the Department of Economic Security paid the $4.25/per hour wage for the youth while the Department of Natural Resources paid the wages of certified American Sign Language (ASL) interpreters and staff skilled in signing. The program involves both deaf and hard-of-hearing youth and staff. All participants are exposed to basic instruction in American Sign Language. The integration of deaf, hard-of-hearing, and hearing participants promotes learning about others and crossing cultural and communication barriers.

The Work

The youth work on various natural resource projects for a period of eight weeks. The projects are often physically demanding, where youth learn basic work skills and help maintain Minnesota's natural resources. Participants work on a variety of conservation projects throughout the summer with an emphasis on teamwork and a strong work ethic. Each week youth are assigned a project and crew leader and will often travel to other parks and forests, living and working in that area for one or two weeks. Past projects have included erosion control, building and maintaining hiking trails, historical restoration, tree planting and pruning, clearing trails, painting, general maintenance and upkeep tasks, and otherwise preparing the State's natural resource areas for visitor enjoyment.

The Challenge of Group Living

Participants and staff live together in cabins with up to seven other people, with no electricity, no in-cabin bathroom and no privacy. To make such a community harmonious, or even possible, it means that crew members have to put aside personal differences, and learn to live with many people of diverse backgrounds. Crew members learn the skills it takes to get along with other people, to be willing to share and compromise, and to be a working part of the residential conservation program community.

Educational Activities

Participants have many opportunities to increase their awareness and understanding of the environment, develop a commitment to the stewardship of Minnesota's resources, develop leadership and teamwork skills, job seeking skills, career exploration and decision-making skills. The experiences promote learning and personal development through active participation in hands-on learning experiences. Participants who complete the eight-week program develop a portfolio of their accomplishments, including a resume, career search reports, group living and work evaluations and some participants earn high school credits.

Youth Employment Solutions Office

The Youth Employment Solutions program are located in the St. Cloud, St. Paul and Winona WorkForce Centers. These offices received funds for 12 months with the expectation that in addition to the usual summer program, students would be hired to work part-time during the school year certain selected high schools. The students' purpose during the school year would be to promote the many services offered by the WorkForce Centers among the student population. This part of the program is known as the Ambassador Program. St. Paul, which received a smaller allocation than St. Cloud and Winona, elected not to have a summer program and to use all their resources on the Ambassador Program.

The summer portion of the Youth Employment Solutions (YES) Program included four specific tasks:

1. Promote the WorkForce Center (WFC) Services to local employers, service organizations, the community and especially to youth groups, such as 4H, Boys and Girls Clubs and church youth groups.
2. Provide WFC orientations to inform youth of how they can use the services of the WorkForce Center, both now and in the future, for career planning and employment searches and as a source of labor market information.
3. Advise employers on how to access WorkForce Center electronic labor exchange services, labor market information and other information on the Department of Economic Security's Website.
4. Advise youth on what they need to do to look for and find employment opportunities on the Web. Provide youth with information on how to prepare and dress for interviews, how to do the interview and what to do as follow-up to an interview.

How These Goals Were Met:

Advertisements

The Summer Staff spent many hours advertising and promoting the WorkForce Center. The first week of work they created new flyers, wrote ads for local newspapers, and faxed information to radio stations for public service announcements. They visited local schools and businesses and received permission to hang flyers in specified locations. These efforts informed the general public on when the WFC offices were open and how to contact them.

Presentations

The Summer Staff delivered presentation to 4H groups and at risk groups, which included the Stearns-Benton School to Work Program and a Sail group. They contacted many community education offices, youth groups and a Boys and Girls Club. Most of the youth groups and other organizations that were contacted did not meet during the summer months but wanted to be contacted in the fall when school starts.

A portion of the presentations was set aside to cover information on resume writing and interviewing. The Summer Staff distributed handouts to the students with tips for interviewing and reasons for getting hired and not getting hired.

The goal of the presentation wasn't to make students remember a lot of information but to familiarize them with the WFC, so when the students are looking for a job or have employment questions in the future, they will feel comfortable using the WFC's resources.

Evaluations

The Summer Staff contacted over 1,150 local employers via letters or phone calls. Most job orders came from the telephone contacts.

Evaluations were sent to a sampling of employers. Employers were asked to be honest and evaluate the services the Summer Staff provided. Listed below are the evaluation questions.

1. Were you satisfied with the level of services we provided to you?
2. Did our services assist you in finding qualified employees?
3. Were our services beneficial to your business?
4. Were our services presented clearly to you?
5. Will you use our services in the future?
6. Do you have any suggestions or comments on how to make our services more valuable?

On every evaluation the employers said they would use the WFC's services in the future. For all of the other questions, every employer, with the exception of two, gave the Summer Staff a rating of excellent or good. These positive responses show that the Summer Staff communicated well with the employers in the area.

The students' evaluations of the presentation and information showed excellent results. Sixty percent of the students gave the Summer Staff a rating of excellent in every question asked. Out of the 66 evaluations handed out, 57 of the students wrote comments. Eighty percent of those who commented said they would use the WFC's resources in the future to help them find employment. Approximately 16% said they would use the information they learned to help them write resumes and prepare for interviews, while 3.5% said they would use the WFC web pages to help them find scholarships and college information. The majority (60.6%) of students said the presentation was excellent, 34.85% said it was good, and 4.5% gave the rating of fair.

Applicants

Over 720 applicants registered with the WorkForce Center. A large number of the applicants were under the age of 14. This created a difficult situation because most companies will not hire this age group, due to child labor laws and personal responsibility. The Summer Staff sent letters to everyone 14 years of age or under and explained the situation. Their options for work were limited to corn detassling or working for an independent household. The corn detassling letters were not counted as a referral.

Summer Staff Analysis

The YES Program was a valuable experience not only for the students and job seekers, but also for the Summer Staff. Many of the benefits the Summer Staff received cannot be put into percentages.

We learned and polished many skills while working in our individual offices, and I hope that other young adults will gain this opportunity like I did. The skills I used and learned are essential for almost any job. I had the chance to watch and shadow other WorkForce Center employees. I attended classes lead by WFC staff and watched how they presented their material. They critiqued my presentation and offered insightful ideas and hints on how to improve it. I was surrounded by professionals who taught me things that I could not be taught in the classroom.

I sat in staff meetings and listened and learned from problems that formed in the work place and saw how staff dealt with the problems. The interaction among the permanent employees provided a healthy work environment that made it easy for me to learn and ask questions.

My supervisors granted me the freedom to make choices with my work and use my creativity, which gave me more confidence as an employee and as a person. I also learned how to deal with deadlines and pull quality work together in a limited time frame.

Contacting local businesses and community organizations helped to build my communication skills. I met with many of the youth on an individual basis, so I had to set up appointments and be organized and professional. When the opportunity arose to give a presentation, the Summer Staff met immediately and worked as a team to create an informative and interesting presentation.

Presenting to different groups gave me experience as a public speaker. These little things we learned and carried out are what are helping us to build a solid foundation for our future.

Some of the offices in the smaller towns did not have a large number of applicants, but that is not to say they did not have a successful summer. We had a meeting before everyone was done for the summer and we came up with many ideas of how to attract more applicants and job orders. We kept records of what we did this summer and wrote lists of suggestions to make it easier for future summer employees.

Final Thoughts

The five summer youth staff from the St. Cloud offices met to compare notes on how we thought the summer went and what things we thought were positive and what things needed to be worked on. This is what we came up with:

Things that were positive:

- Friendly co-workers
- Positive reactions to presentations
- E-mail was an easy and efficient way to contact each of the other Summer Staff
- Reached many youth through our presentations, phone calls, and referrals
- Sent letter to 926 employers and called 572 of those employers
- We learned how to work in an office setting
- Strengthened our public speaking, communication, organization and computer skills
- Kept good records and notes so it will be easier for future staff to do their job
- Great work experience that will help us in our future
- Helped some of us find jobs for the coming school year

Things that need to be worked on:

- Getting letters back from the state sooner
- Advertise while the students are still in school
- Have laptop computers for the summer employees
- Work longer into the summer
- Call the employers instead of sending letters to them
- Condense some of the offices into one office
- Get started on the presentations right away
- Contact more individual households

Everyone felt positive about how the summer went and felt we accomplished a great deal!

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